

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
MARCH 9, 2012 IN THE STATE ROOM

Present: President Knapp, Provost Lerman, Registrar Amundson, and Parliamentarian Charnovitz; Professors Barnhill, Brand-Ballard, Castleberry, Cordes, Corry, Dickson, Fairfax, Klaren, Ku, Lipscomb, McAleavey, Newcomer, Parsons, Shesser, Simon, Williams, Wilmarth, Wirtz, and Yezer

Absent: Interim Dean Akman, Deans Barratt, Berman, Brown, Dolling, Eskandarian, Feuer, Goldman, Guthrie and Johnson; Professors Galston, Greenberg, Harrington, Hotez, Kessmann, Price, and Rehman

CALL TO ORDER

The meeting was called to order by President Knapp at 2:15 p.m.

APPROVAL OF THE MINUTES

The minutes of the meeting held on February 10, 2012 were approved as distributed.

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

CHANGE IN THE ORDER OF THE AGENDA

Following motion made and seconded, the order of the agenda was changed by unanimous consent so that Vice President Morsberger could make his presentation as the first order of business.

UPDATE ON DEVELOPMENT ACTIVITIES

Vice President for Development and Alumni Relations Mike Morsberger presented the Update. He began by saying that the first thing to understand about fundraising is that it is all about relationships, and that means visits. Over the past year, the development staff made approximately 5,000 visits throughout the region, the nation and the world. These served to establish, enhance and steward relationships, which is the best way to come to a place and time when people can be asked to consider major support for the University and its programs.

As an example, Vice President Morsberger reported he had just returned from New York where, over the course of several days, he met with four Trustees, a prior Trustee and two other donors, and also with student's parents who are donors. In some cases these visits occur because prospective donors have given an indication they want to talk about something specific. Other visits serve to point up what an individual's philanthropic priorities are. A common misunderstanding about the fundraising process is that it is all

about an institution needing funds to direct toward self-selected priorities, and asking that donors fund these. Vice President Morsberger emphasized that the donor's needs are paramount in the fundraising process, and much of the work of Development staff involves understanding what these are and working toward fulfilling them. As an institution, GW was quite late in developing its fundraising capacities, and that is another reason for the discovery orientation of Development staff. Fundraising is labor intensive. Typically for every five visits, a donor says yes to one proposal. As of the spring, 2012 commencement ceremonies, the University will cross the threshold of 250,000 living alumni, and that is a lot of doors to knock on and many relationships that need to be developed.

Development and Alumni Relations staff alone cannot carry out all of the work required for successful institutional fundraising. Vice President Morsberger said he thought it is everybody's job to be an advocate and an ambassador for GW. This does not mean that everyone involved should be asking for money, in fact that would be inappropriate. Rather, to the extent that faculty members know of individuals who are interested in the University and its programs and want to speak to staff about prospective giving, these names should be brought forward. When appropriate, faculty members can have a role in these solicitations and gift negotiations. As an example of this, Vice President Morsberger pointed toward the good work that was done by Professor Becker and Librarian Siggins and a very large number of others in securing the Churchill gift recently announced. Many faculty were involved along with Development staff, President Knapp and Provost Lerman. This gift will amount to approximately \$8 million, which will go toward renovations in Gelman Library, endow a professorship in English History and a curatorship for the collection of Churchill material that will be housed at GW.

Vice President Morsberger briefed the Senate on the progress of planning underway for a major fundraising campaign. This is not simply a capital campaign, it will have that, along with an endowment and a funds for current use component. This campaign will be University-wide, to solicit gifts for a number of initiatives across the institution. Development staff want to provide an opportunity for everyone to be involved, to discover what is important to them, and to give back. The campaign will engage every University constituency, including alumni, parents, grandparents, grateful patients, as well as people in area corporations and foundations. One challenge as the University prepares for the campaign is to gather ideas from faculty about initiatives that will propel the University forward, and narrow these down to focus on a few pillars. The Strategic Plan that is currently under development through the Provost's Office is a good example of this sort of work. In addition to raising funds for buildings, there is a great need for more endowed professorships, and more fellowships. Funds will also be sought for the always popular and important Power and Promise fund, which provides money for financial aid and merit aid for GW students.

As is usual, GW's fundraising campaign began with a quiet phase. This began on July 1, 2011. Vice President Morsberger says he expects this quiet phase will last another two to four years, during which time the University will identify and enlarge its pool of top prospects. That work has already begun, utilizing a large-capacity screening research protocol on lists of potential prospects.

In the next few months, every one of the Trustees has agreed to be interviewed by the University's outside campaign counsel. This will be done not to solicit funds from them, but to ascertain how they think the University is doing, what the campaign's message

should be, and the compelling case for supporting GW. It is important to involve the Trustees at this stage, and provide the opportunity for them individually and collectively to take ownership of the campaign. The most frequent question about using an outside firm to conduct this stage of the process is to ask why this isn't done internally by the President and Development staff. Experience has shown that it is beneficial to employ an objective outside body to conduct these conversations and really get at the heart of what is on people's minds. It is also not unusual for an outside group to elicit opinions in these interviews that might not normally be expressed to University staff.

After this process is complete, Development staff will attend the Board's summer leadership retreat. Campaign planning will continue, along with consideration of the work done by Vice President Voles on the University's new visual identity and development underway by the Provost of the new Strategic Plan. Over the summer, the vision of what the University will likely look like over the next ten years will be fleshed out, what the priorities will be, and what the Development staff thinks are the best opportunities for funding. If all goes as planned, Vice President Morsberger said he thought the public phase, where the goal of the campaign is announced, might come with the opening of the Science and Engineering Hall, which is slated to be completed in late 2014 or early 2015.

Vice President Morsberger next reported on Development activities for this fiscal year. The University is on target to meet (or exceed) its fundraising goal of \$119.5 million. Last year \$113 million was raised, and that was a record. As of December 31, 2011, at the six month mark, the University has raised approximately 44% of the overall goal. The total number of visits by Development staff has increased, as has overall giving in every constituent group in terms of the percentage of participation. Groundbreaking for the new building for the School of Public Health and Services is scheduled for spring, 2012. Recently, the University received a \$1 million gift for this project, and Development is pursuing naming opportunities for the facility. The Gelman Library renovation project is moving forward, and work continues on raising funds for the new Science and Engineering Hall. Over \$20 million in capital and programmatic funding for this facility and project has already been raised. Currently over 75 discussions about funding opportunities have concluded or are in play for this project.

Another fundraising initiative under development is the Grateful Patient Program under the leadership of recent hire Dennis Narango from the University of Maryland as Associate Vice President for Development and Alumni Relations in the School of Medicine and Health Sciences. A number of new agreements are in place with the Medical Faculty Associates (MFA) and the GW Hospital to bring this program into the 21st century, utilizing more modern screening techniques and opportunities to follow up with patients in a HIPAA-compliant manner. While in the case of alumni there is an opportunity to grow relationships every year following their graduation, the opposite is true in medicine. Every week that passes after experiencing care the opportunity diminishes. Vice President Morsberger said he hoped that medical fundraising in the course of the next several years will bring in something between 30 and 40% of funds raised at GW.

In conclusion, Vice President Morsberger briefly mentioned several upcoming events that will involve alumni and friends of the University. These include the Global Forum in Korea and the Clinton Global Initiative University at GW later in March. A Power and Promise celebration will occur on April 20, followed by a Women in Philanthropy program on May 9 and a Wall Street Symposium on May 23. The list of things the University is doing

to engage more people has never been greater. For those interested further in Development activities, Vice President Morsberger made available copies of the GW Impact magazine which is published three times a year and sent to the University's top prospects and donors to encourage them to give and provide examples of others who are doing so.

Discussion followed. Professor Wirtz noted that the increase in fundraising from \$113 million last year to \$119.5 million this year represents approximately a 6% increase, and he asked how this rate of increase compares to institutions like Harvard. In addition, the University has also scaled up dramatically in terms of its Development efforts, and he asked if there is a return on investment metric to measure this. Vice President Morsberger commented that Harvard University and comparable institutions have been developing their professional fundraising capabilities for over fifty years. GW really did not start expanding its efforts in this area until about fifteen years ago, and the real ramp-up has occurred over the past 3 to 5 years. The total of \$113 million was actually \$10 million over the goal of \$103 million set for that year. That said, last year was the last time GW will be able to include funding from an affiliated organization, the Sabin Institute. So, the goal set for this fiscal year reflects that reality. Vice President Morsberger said he thought GW has the potential in fundraising to grow at an 8 to 10% growth rate continually for the next decade. The potential upside is high because participation in fundraising has lagged in the past.

Expansion of the Development office has occurred over the last five years. Vice President Morsberger noted that, in the two years since he arrived, only 4 or 5 new positions have been added. As GW gears up for the campaign, it will likely be necessary to hire more Development officers to keep pace with all of the effort that will be required to establish relationships and reach campaign goals. Presently, the cost to raise a dollar has been brought down from the 35 to 38 cent range closer to 20 cents. With costs down and revenue up, by most metrics, and based on the analysis of the University's campaign counsel, GW is really doing very well.

Professor Wirtz asked how GW's fundraising costs compare with costs incurred at other schools. Vice President Morsberger responded that at larger institutions, such as Harvard, Johns Hopkins, and Stanford, costs range from 8 to 12 cents on the dollar. In comparison to GW's market basket schools, such as NYU and Boston University, GW's alumni participation in annual giving a regular sustainable gift had previously been between 7 and 9%; it is now up to around 10-11%. Some schools do better. About 55 to 60% of GW's alumni are from the graduate schools, and with the exception of law and business, the percentage of giving is a bit lower in those areas. An important reason for the increase in donations is the fact that for a long time, GW simply did not ask for funds, and it has a lot of catching up to do. One challenge in the equation is the fact that that GW graduates between 6,000 to 8,000 alumni every year, thus increasing the pool and potentially reducing the percentage of participation. Discussion followed about the intricacies of calculating the time-frame for counting pledges, gifts or grants that may be short or long term.

Professor Williams asked about the role of faculty in the upcoming campaign. Vice President Morsberger responded that the first thing he thought important is for every staff member at the University to be a donor. Prospective donors do inquire about the participation percentages by alumni and by faculty and staff. Giving by faculty and staff closely mirrors the alumni giving rate of 10 to 12%. Presently, one hundred percent of the Trustees make annual gifts, as do one hundred percent of the Deans and Vice Presidents.

About 80% of the Advisory Councils also give. Dean Berman recently initiated a challenge system in the Law School, which has 90% of the faculty making gifts, and Dean Goldman has followed in the SPHHS, which now has about 60 to 70% of the faculty participating.

In terms of faculty involvement, Vice President Morsberger said that the faculty's help is needed in identifying prospects, whether these are alumni with whom faculty members are still in touch or even with vendors or entities outside the University who might be interesting in funding research. Over the next several years, faculty can actively participate in events where they can appear as topical speakers, or attend parent and/or alumni receptions.

Professor Williams said that he thought it has been difficult in the past to reach out to and cultivate relationships with alumni in the past, as faculty have not been able to access mailing lists for this group. He asked if an appropriate way to foster these relationships will be available through the Alumni Relations Office. Discussion followed. Vice President Morsberger responded that, to the extent faculty members have personal relationships with alumni, they should follow up with them on their own. Central management of the lists is critical so that multiple solicitations from different groups do not occur. Each school has a development officer and they are charged with coordinating efforts to contact alumni, so faculty members should seek their help. Professor Yezer mentioned that his department (Economics) they has had no problem in obtaining information from the Development office getting them information on alumni and their giving. The department has set up an alumni advisory council, in part to relate to alumni, and in part for development purposes. President Knapp commented that he thought one of the best ways of engaging alumni who have an affinity for a particular department is to create an advisory council and encourage their active involvement. Vice President Morsberger agreed with this point, noting that GW alumni are different than those at other higher education institutions where affinities are school-based; GW alumni tend to have an affinity for their departments and their professors.

Professor Parsons asked how much of the \$20 million in gifts for the Science and Engineering Hall will offset construction costs. Vice President Morsberger responded that a little over \$6 million will go to the capital budget.

Professor Castleberry asked how likely it would be that the \$100 million fundraising goal for the Science and Engineering Hall would be met in the next 8 years. Vice President Morsberger said that he was optimistic, particularly since six months into construction of the Hall, the University has already raised \$20 million in programmatic and capital gifts for the project. However, the reality is that the naming gift for the Hall is set at \$50 million. That is a magnitude of giving that GW has never seen before. The University has had two gifts of \$10 million or more in its history, and both of these happened in the past three years. Over 35,000 gifts were processed last year, and the top 100 gifts made up 80% of everything raised. Funding for the Hall is an important part of the University's campaign, which will continue for perhaps seven to ten years. President Knapp added that another factor not in play until recently is the increasing interest in Washington, D.C. as a magnet for technology and industry. Northrop Grumman moved its headquarters here last year, and Siemens Corporation relocated from New York. It also moved its science competition, the heir to the Westinghouse science competition, from a New York institution to GW. These relocations give the University opportunities to attract new local corporate partners with whom relationships can be formed.

UPDATE ON CORE INDICATORS OF ACADEMIC EXCELLENCE

Provost and Executive Vice President for Academic Affairs Lerman presented the Update, which provides data about Faculty Counts and Characteristics (including a comparison of AAUP and Market Basket Salaries), Faculty Teaching Loads, Undergraduate and Graduate Enrollment Trends, and the Enrollment Cap at the Foggy Bottom and Mount Vernon campuses (this is information provided for the first time in this Annual Update). The Update was distributed with the agenda for the meeting and is also appended to these minutes.

Provost Lerman noted that this marks the second year he has presented this annual report. Information contained in the report is also presented annually to the Academic Affairs Committee of the Board of Trustees, which is charged to report to the full Board on the metrics in it. The Update provided to the Senate differs slightly from that presented to the Academic Affairs Committee in that a correction in information about the Medical Faculty Associates (MFA) faculty count has been made. This year's Update continues changes made to the report last year, in that information is presented in a graphical format and to the extent possible, data included is comparable over similar time frames beginning with the benchmark year of 2002.

Provost's Lerman's comments on the data presented follow the information that appears below about the various components of the Core Indicators Update. Information contained in the Update can be found as follows:

Faculty Composition, Including the Number and Percentage of Tenure-Track and Non-Tenure-Track Faculty (excluding and including the MFA); pages 3 and 4 of the Update.

Total Number of Full-and Part-Time Faculty by School, (excluding and including the MFA), pages 5 and 6.

Tenure Track and Non-Tenure Track Regular Active-Status Faculty Counts by School and the Percentage of Tenure-Track and Non-Tenure-Track regular, active-status Faculty by School, pages 7 and 8.

Total Number and percentage of Full-time Female and Male Faculty, Percentage of Full-Time Female and Male Faculty by School: 2010, and the percentage of Full-Time Underrepresented Minority Faculty, 2002, 2006, and 2010, pages 9 through 11.

Faculty Teaching Loads: Average Academic Year Teaching Load in Course Hours of Tenure-Track and Non-Tenure-Track faculty, page 13.

Percentage of Students Enrolled in On-Campus Undergraduate Courses Taught by Full-Time and Part-Time Faculty, Fall 2011, and Percentage of On-Campus Undergraduate Course Sections Taught by Full-time and Part-time Faculty, Fall 2011, pages 14 and 15. Tables reflecting this data for Graduate Courses and Sections, pages 16 and 17; Student-Faculty Ratio information is provided on page 18.

Faculty Salary Information: Comparison of GW Faculty Salary Averages with the AAUP 60th Percentile Averages for the Academic Year 2010-11 (by School), page 20. Comparison of GW

and Market Basket Professor, Associate and Assistant Professor Salary averages with the AAUP 80th Percentile Averages (sorted by 2010-11 averages), pages 21-23.

Enrollment Caps Information, Foggy Bottom full-time Enrollment and Mount Vernon Campus Daily Headcount, pages 25-29.

Enrollment Trends in Undergraduate Degree Programs including Fall On- and Off-campus Undergraduate Enrollment and the Numbers of and Rates for Freshmen Applicants, Admits and Matriculants, pages 31-33; Combined Median SAT Math and Verbal Scores, and Math Verbal and Writing Scores, for Freshman Matriculants, and Median ACT Scores of same, pages 34-36. Numbers of and Percentage of Matriculated Freshmen in Top 10% of High School Graduating Class, page 37.

Enrollment Trends in Graduate On-Campus Certificate and On-and Off-Campus Master's Degree Programs, pages 40-42; Numbers of and Rates for Master's Degree Applicants, Admits and Matriculants, page 43. Median GRE Quantitative, Verbal and Writing Scores of Master's Degree Program Matriculants, and Median GMAT Scores of School of Business Master's Degree Program Matriculants can be found on pages 44-46.

Enrollment in Doctoral Degree Programs, including the Types of Active Doctoral Degrees, On- and Off-Campus Enrollment, Numbers of and Rates for Master's Degree Applicants, Admits and Matriculants, Numbers of and Rates for Doctoral Degree Applicants, Admits and Matriculants, and the Median GRE Quantitative, Verbal and Writing Scores of Doctoral Degree Program Matriculants, pages 53-55.

Enrollment Trends for Juris Doctor (J.D.) and Medical Doctor (M.D.) Programs including Fall Enrollment and relevant Median Test Scores, Numbers of and Rates for these Degree Applicants can be found on pages 57-63. A chart showing the Numbers of and Rates for Law-L.L.M and S.J.D. Degree Applicants, Admits and Matriculants is included on page 60.

With respect to faculty composition, Provost Lerman noted that, in terms of gender balance, both the male faculty and female faculty have been growing since 2002, but that the rate of growth of the University's female faculty is much higher than the rate of growth in the male faculty ranks. Since 2002 a net of 133 women faculty have been added, a 37% increase. During that same interval, 51 male faculty have been added, a 7% increase. It is still the case the faculty is majority male, and given the nature of faculty turnover, that is likely to be true for a while. It is also the case that the gender gap is closing and it is likely that trend will continue. GW has been able to recruit talented women to the faculty, and as the numbers of women Ph.D.s continue to grow, particularly because that group in the U.S. is now larger than the number of male Ph.D.s in most fields, the expectation is that the recruitment of women to the University's faculty ranks will continue to accelerate.

Provost Lerman pointed out that, when the information on gender balance is broken out by Schools in graphical form, a very different picture emerges. This reflects not only success in recruiting, but also the nature of the different disciplines, and the differential choices of women in going into different fields. The new School of Nursing, not surprisingly, is still entirely female; Columbian College of Arts and Sciences and the School of Medicine and Health Sciences are both very close to the University-wide averages, with a slightly higher percentage of women faculty. Not surprisingly, the School of Engineering and Applied Science is lower than the University-wide averages. This is a subject of a

national dialogue around the reason why so few women go into fields such as science, education, and mathematics. GW's numbers are a mirror of this national trend. It has been possible in recent years to recruit cohorts of new young faculty members that include more women.

With respect to underrepresented minority faculty, the picture is somewhat different. Three years were chosen for data reporting: 2002, 2006 and 2010 (information is not yet available for 2011), because the picture does not change very much over shorter periods. The fraction of Asian faculty has grown as a percentage of the total. The absolute number of Hispanic and African American faculty has grown, but their percentage in the overall total number of faculty has not. The number of Native American faculty is represented in the data as zero, which is not absolutely accurate but rather a function of how the numbers are rounded. Still, the number of these faculty is smaller at GW than we would like, as it is at many of the University's peer institutions. The Provost said he and Vice Provost Terri Reed are looking very closely at the data on underrepresented minority faculty with a view toward finding ways to improve the University's ability to recruit larger pools of top quality faculty members. Dr. Reed has met with every search committee that is underway and continues to work with the Deans and others to improve efforts in this area of priority for the University.

Concerning the data on teaching loads, the Provost noted that this is information compiled at the Board's request. As a group, the Trustees do not come from academic backgrounds, and have a reasonably limited understanding of the other things that faculty do besides teaching, including their research, classroom preparation and student advising, participation in professional activities, scholarship, and service. It is therefore important for them to understand that the hours spent in class by faculty members do not present a complete picture of faculty workload. Provost Lerman said he does spend a good amount of time explaining to the Board what faculty members actually do.

Provost Lerman did not delve into the data on teaching loads in great detail, but said the numbers reflect the total number of credit hours taught by primary instructors, by school. The biggest cohort is in Columbian College in which non-tenure-track faculty, not surprisingly, teach more credit hours than do the tenure-track faculty. There is a slight reversal of this trend in the Graduate School of Education and Human Development and the Law School. Still, there is wide variation across schools. One thing the data does not do is weight by class size; as a result, someone teaching a three-credit course with six students in a graduate seminar is shown in the data as having the same teaching load as another faculty member teaching 300 students in an introductory science course. These two teaching loads are, of course, not the same, and the Board understands this.

Because full time faculty disproportionately teach the larger courses, the average student taking the average typical course would experience about half the time being taught by a full-time faculty member, and the other half by a part-time faculty member. This does vary widely by School. Engineering courses tend to be taught disproportionately by full-time faculty, while Public Health classes are more often than not taught by part-time faculty. In terms of comparison with GW's market basket schools, GW is on the cusp (or in the lower portion of the middle third), on this metric for the University as a whole.

The Update also provides student-faculty ratio metrics showing what fraction of course sections are taught by full-and part-time faculty. As stated above, on average, the full-time faculty teach the bigger courses, and often part-time faculty are hired to teach

smaller sections. Information on the same metrics as they pertain to graduate courses and sections is also provided in the Update. GW overall remains at 13.0 students per faculty member, so that has been held constant; while the number of faculty members has increased, the student body has also.

Several questions were posed. Professor Cordes said he did not think the data takes into account individuals who are given a course reduction because of administrative duties or research activities. He asked if it would be possible in future to provide some disaggregated totals to take this information into account, to counter the perception that the only thing that faculty do is teach. Provost Lerman said he thought this was a point well taken, and that the Academic Affairs Committee is very interested in this metric and in obtaining more detailed information about it. The Administration, therefore, will be working to gather expanded data on faculty workloads.

Professor Yezer said he thought the issue of graduate student supervision should be reported under faculty workload data. He added that he spends about half his own time on this task. The Provost responded that there is, again, huge variability across schools and departments depending upon whether or not they have doctoral programs. It is presently difficult to gather such information on this and other faculty activities, such as thesis supervision and chairing committees. Beginning with a prototype to be given a trial next year, the University will be shifting all of the faculty annual reports to a single integrated computer system that will allow it to extract such information.

Professor Wilmarth expressed concern about the large number of non-tenure-track faculty among the regular, active-status faculty in three schools. Of those three schools, SPHHS is moving in the right direction as it pursues its plan to come into compliance with Article I.B.1. of the *Faculty Code*, which requires that 75% of the regular, active-status faculty in each school must be either tenured or tenure-track. The other two schools (GSEHD and the SMHS) are moving in the wrong direction. The School of Medicine (including its Basic Sciences and Health Sciences departments) has been consistently below the 75% mark for a number of years (even when the MFA is not counted). The Senate has not focused on noncompliance with Article I.B.1. at SMHS because of the reorganization that has occurred in the Medical Center, but it is a matter that now deserves attention. (Professor Wilmarth did not include the newly-established School of Nursing in his remarks, because SON has just been formed and has adopted a plan to comply with Article I.B.1.) Similarly, GSEHD has not been in compliance with Article I.B.1. for many years, and the percentage of non-tenure-track faculty at GSEHD has been growing in recent years. Professor Wilmarth urged the Administration to start moving SMHS and GSEHD in a positive direction that would lead to compliance with Article I.B.1. of the *Faculty Code*. Provost Lerman agreed that the GSEHD is noticeably below the 75% level and that he and Dean Feuer have had ongoing discussions about it. He said he thought the Dean's hiring plans now include many more tenure lines than in the past. With respect to the School of Medicine and Basic Sciences and Health Sciences, the Provost said he and Interim Dean Akman would continue to talk about this – it is apparent it is an area that needs to be addressed.

Professor Simon said he thought there was some confusion about teaching in the School of Medicine and Health Sciences. Teaching occurs at three levels: at the undergraduate level are the medical students, the graduate level are the residents, and the post graduate level are the fellows. Fellows will have completed their residency and are

doing subspecialty training. There are about 1,400 part-time faculty. They are not part of the MFA and are not counted as part of that group's total. They are people who have offices at off-campus locations, for example, on K Street, or in Fairfax County: freshmen and sophomore medical students may go there one half day a week to see what it's like to be a doctor.

There are 370 full-time MFA faculty. They are not really part-time teachers, rather, nearly 100% are full-time. MFA faculty members spend an inordinate amount of time teaching, because medical students accompany them on hospital rounds and into the operating room. This is part of the learning process for these students, but it requires teaching time beyond that required for patient care by a faculty member alone. The first two years of Medical School is predominantly in lecture format, but from then on instruction is mostly one on one with a few seminars. Provost Lerman said he thought this information helpful as the nature of teaching in the Medical School is somewhat different than that done in a traditional classroom.

Moving on to faculty salary information, Provost Lerman said that a long-standing aspiration at the University has been for the average salaries in each of the schools, in each rank, to be higher than the 60th AAUP percentile. Information in the Update is current as of 2010-2011. (Due to small number of faculty in the new School of Nursing, that information has been omitted for privacy reasons.) Salaries for full Professors meet this benchmark. For Associate Professors, that is also true, except for GSEHD where a small number of salaries do not. At the Assistant Professor level, two schools, CCAS and GSEHD, salaries are below the 60th AAUP percentile benchmark. The Administration continues to monitor this issue closely. The differences for GSEHD may reflect their larger percentage of contract (versus tenure track) faculty.

The good news on the salary front is that since the 2007 recession, GW salaries rose \$1,000 more than its market basket peers. Many of these peers experienced greater financial straits than GW during the recession and still continue to be recovering from that. The University has been able to continue providing a steadily larger merit pool and increase its average salaries somewhat faster than its peers.

This is the first time that information has been provided in the Core Indicators Update on the Enrollment Caps in place for the Foggy Bottom and Mount Vernon campuses. Last year as the undergraduate admissions process neared completion and graduate student enrollment was compiled, it became very clear that the University was in danger of exceeding the Caps. A key operating principle at present is to keep enrollment within the prescribed limits agreed upon when the zoning plan for the University was approved by the District of Columbia.

Provost Lerman described the somewhat complex methodology for determining the Enrollment Cap at Foggy Bottom, which is presently 16,553 full-time equivalent students as of the October census. As of the 2011 census, enrollment was at 99% of the Cap. This year the Deans are working with the Provost's Office in what it thinks is a highly collaborative exercise to make sure that each school's enrollment targets are consistent with the plan to keep GW under the Cap. On-campus enrollment to a first approximation now is a "zero-sum game" among schools and departments, but off-campus growth is possible.

Provost Lerman also described the separate (and different) counting methodology in use to calculate the Enrollment Cap for the Mount Vernon campus. This is based on a per-day count (and limit) for every day of the week (measured at the October census time). Numbers shown in the Update do not reflect the recent move of the writing program to the Mount Vernon campus. If this is taken into account, the numbers are now near the Cap.

In sum, GW is now at a point where it is not only very close to the Enrollment Cap on Foggy Bottom, but this coming year will be the first year it will come very close to the Cap at the Mount Vernon campus also. It reduces the University's flexibility in managing its enrollments, and virtually eliminates opportunities to grow its programs at these two campuses.

Professor Wirtz asked what the implications would be for the Honors Program. The Provost said that data concerning the Honors Program was not included in the Update, but enrollment numbers were taken into account when the Program was expanded at Mount Vernon. Senior Vice Provost Maltzman said that having students who reside on the Mount Vernon campus and take classes there is helpful because they only count once against the Cap. In the Honors Program it is not mandatory, but the vast majority of students in the Program choose to live in the Honors housing which will be located in West Hall next year. Professor Wirtz asked if the University has now reached the maximum in terms of the number of people who can be admitted to the Honors Program. SVP Maltzman responded that the maximum number would be the number of beds on the Mount Vernon campus, which is 680. Provost Lerman confirmed that the Honors Program can grow as long as students reside at the Mount Vernon campus. Living there does not mean they cannot take courses at Foggy Bottom, as there is another method of counting enrollment there.

GENERAL BUSINESS

I. NOMINEES FOR ELECTION TO THE NOMINATING COMMITTEE FOR THE EXECUTIVE COMMITTEE FOR THE 2012-13 SESSION

Professor Castleberry moved the nominations of the following faculty members to the Nominating Committee: Professor Gary Simon (SMHS, Convener; Professors Kimberly Acquaviva (SON), Murli M. Gupta (CCAS), Robert J. Harrington (SEAS), Leighton Ku (SPHHS), Sylvia Marotta (GSEHD), Robert Rycroft (ESIA), Arthur E. Wilmarth, Jr. (LS) and Jiawen Yang (SB).

II. REPORT OF THE EXECUTIVE COMMITTEE

Professor Castleberry presented the report, which is included with these minutes. He noted in his report that Professor Robert Harrington, Chair of the Educational Policy Committee for the fall semester 2011, was unable to be present, but he submitted an Interim Report to be made available at the meeting and included with the minutes.

III. PROVOST'S REMARKS

Provost Lerman made very brief remarks due to the lateness of the hour. The charge to the four groups working on the Strategic Plan has now been disseminated, and is available on the Provost's website. A number of faculty members are serving on these groups and anyone in the University community is welcome to submit comments. All of

them will be reviewed and the Steering Committee will then look at them. Those that pertain to the work of the four groups will be aggregated and passed on to the working group chairs for consideration by the working groups. The Student Association is in the process of finalizing the list of student members to serve on the working groups, the goal being for each one to have a graduate and an undergraduate student. Provost Lerman said he wanted to have another discussion with the Senate about development of the Plan at one of the remaining meetings in the spring semester.

IV. CHAIR'S REMARKS

President Knapp also made brief remarks in the form of condensed announcements. He said he would be joining Dean Guthrie of the Business School in China to explore academic partnerships in the greater Shanghai area. As noted by Vice President Morsberger, the University's third annual Global Forum will be held in Seoul, Korea, and the keynote speaker will be GW alumnus General Colin Powell.

Also of note was a recent extraordinary event at the Law School where, for the first time, a joint meeting of the U.S. Supreme Court and the European Court of Human Rights (based in Strasbourg) was held. Four of the Supreme Court Justices actively participated in discussions, and six judges were sent from Europe. The finale was a dinner hosted by the Chief Justice at the Supreme Court which was attended by seven of the current nine members of the Court. Retired Justice O'Connor also attended. Many good things were said at the function about the GW Law School, and a number of those in attendance expressed the view that this level of participation on the part of the Justices in an academic conference was unprecedented.

At the end of this month, on March 30, 31, and April 1, the Clinton Global Initiative University will be held at GW. 1,200 students from across the country, including some from other countries, who have secured a place in the event competitively by having their service projects chosen, will be in Washington. At the CGIU, they will be able to connect with national and international leaders who can serve as mentors in places where these students will be doing their work. Quite a number of GW students will be involved both as participants and also as volunteers during this event.

President Knapp noted that a new head of the GWU Hospital has been selected by the University's partner, United Health Services. Barry Wolfman comes to Washington from the Providence St. Joseph Medical Center in Burbank. He is an alumnus of the management program in GW's School of Public Health and Health Services (SPHHS), which has produced quite a number of distinguished hospital administrators.

The demolition of the Warwick building (site of the new building for the SPHHS) will take place in May. GW will be moving the radiation/oncology unit formerly housed in that building to a recently renovated temporary facility adjacent to Tompkins Hall. This represents a change in the original plan of the Hospital to move the unit to a location on K Street which wasn't ready in time for the scheduled groundbreaking. As the schedule had to be adhered to because of zoning and other considerations, the alternate plan was deployed.

President Knapp described a virtual demolition ceremony at the Warwick building a few days ago, where a group was gathered and equipped with small sledge hammers, the idea being to partially demolish an interior wall. The exterior wall consists of limestone

block which no one wanted to damage. When it came time for the demolition to proceed, no one was permitted to hit the interior walls because they are full of electrical wiring, so a mock demolition commenced. The construction of the new building for the SPHHS, which will house SPHHS faculty and students, will be good news for the School of Medicine and Health Sciences, because space in Ross Hall will be freed up for use by the School with the possibility that expansion there can also take place.

In conclusion, the President said he joined the Chair of the Executive Committee in wishing those present a very pleasant Spring Break.

BRIEF STATEMENTS AND (QUESTIONS)

There were no brief statements or questions.

ADJOURNMENT

There being no further business before the Senate, the meeting was adjourned at 4 p.m.

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary

THE GEORGE WASHINGTON UNIVERSITY

THE FACULTY SENATE

COMMITTEE ON EDUCATIONAL POLICY

INTERIM REPORT FEBRUARY 29, 2012

The Educational Policy of the George Washington University Faculty Senate held three meetings during the fall semester 2011 on October 28, November 18 and December 9.

- (i) Professor Wirtz laid out the background to the suggestion by the Faculty Senate Executive Committee to establish a subcommittee of the Educational Policy Committee to address Information Technology. After much discussion it was agreed unanimously that the Educational Policy Committee would accept a subcommittee 'Information Technology' and the following members of the committee would serve on this subcommittee: Professors Doebel, Corry, Turley & Wirtz (Chair).
- (ii) The breakdown into sections of large classes, especially in classes in which laboratories were an integral part of the teaching, is dominated by the available space. This may lead to uneven subscribing of sections partly due to instructors accepting larger numbers into a section by paper registration. In practice this cannot be considered unreasonable as long as it does not cause unsafe conditions. The fire regulations tend to be more generous than the caps imposed by the Registrar's office so the issue is not of immediate concern. Once the new building is in use this will also tend to be alleviated by the additional space created. There was some confusion over the item (i) of the Agenda in that the committee were not immediately sure of its origin or effect. The Chair agreed to contact the Executive committee to inquire as to the exact nature of this item. The committee would like to have the opportunity to ask the Registrar questions concerning this item after consultation with the executive committee. Associate Provost Diane Martin did however explain to the committee the new form of teaching which is now being encouraged. Courses are given on a 75 minute basis for a 3hr credit course with a further 75 minutes of on-line instruction. This type of course is described as a 'Hybrid Course'. She recognized that for laboratory classes this not be an option.
- (iii) The question of canceling courses on or before the first day of class based on low enrollment did cause some difficulty, especially with regard to Graduate Classes. In terms of policy, a clear definition of this would be helpful to Department

Chairs in order to help in using departmental resources more efficiently. Some indication from the Registrar's office of the current policy would be helpful.

- (iv) Director Small explained the background to the current discount rate and the recognition by the administration that certain groups of the incoming class for next academic year would have to be treated slightly differently. Other than that, the University is well down the list of market-basket schools in terms of tuition increases. Without support from the endowment tuition would be in deficit in terms of expenses. As the university is more or less at the cap imposed by the DC council Board of Zoning Adjustments both on the main campus and on the Mount Vernon Campus, there is not a great deal that can be done to increase revenues beyond making as small as possible increases in tuition. Housing is also causing some concern as the inevitable market increases are having a greater effect on the total cost for both undergraduate and graduate students.
- (v) The definition of the Academic Year and its effect on faculty responsibilities was then taken up. Since the faculty is employed for nine months, the issue was merely one of identifying when the Academic Year begins and ends. There was general agreement that the beginning of the year would be either the first day of classes or Convocation, whichever comes first and the end of the year would be Commencement. This matter was to be referred to the Executive Committee for their disposition, possibly to the Professional Ethics and Academic Freedom Committee as it was a Faculty Code issue.
- (vi) Senior Associate Provost Linebaugh gave a detailed expression of the Administration's plans for more efficient use of classroom space and scheduling over the next few years. Among the several issues he highlighted was the need to examine in more detail the actual use of classrooms, the frequency of use of classroom technology, the need to reduce the use of classrooms in off-campus space such as 32 classrooms in 1776 G St. and 2020 K St. The latter two locations cost the University about \$2M per year and this did not include extra heating and ventilation during evening hours. The maintenance and life cycle replacement of classroom technology are also very costly exercises for the University. The University Writing program will be moving to the Mount Vernon Campus in the near future and this will release considerable space at the Foggy Bottom Campus. In addition, space, in theory, could be released by the hybrid course structure, but this could only be done on a large scale and had a number of difficulties associated with it. Science and Engineering Hall, the new building due for occupation in late 2014, would also release faculty office space

in Phillips Hall and other locations occupied by the Chemistry, Physics and Biology faculty. Replying to Associate Provost Beil's question, Associate Provost Linebaugh agreed that classes scheduled on Saturdays is a possibility but he did not expect the faculty to be much in favor of this. Professor Galston asked about the new building on G Street. Associate Provost Linebaugh replied that there had not been any decision regarding this yet. Only the parking space had been designed for.

- (vii) Associate Provost Linebaugh addressed the oversubscribing of classes. He did not consider this an immediate problem as frequently the departmental cap was optimistic. There were almost always enough seats in any given classroom for the actual number of students registered. He also informed the committee that the Registrar and her staff had been working overtime at the beginning of each semester to cope with the scheduling and had been laboring under increased stress due to the inadequacy of the software ASTRA recently purchased. Hopefully later versions of ASTRA would be more useful. Director Small asked if there could be a closer overview by the Registrar of students registering for on-line courses to insure that the student registered was actually the student taking the class.
- (viii) The question of canceling courses on or before the first day of class based on low enrollment did cause some difficulty, especially with regard to Graduate Classes. As there was no University policy, a clear definition of this would be helpful from Deans and Department Chairs. Registrar Amundson, in reply to this item, did say that students did sometimes complain when courses were canceled but they had not heard from the department concerned. This had led to some disadvantage for them in determining which classes could be substituted for the canceled class.
- (ix) The chair informed the committee that the Interim Report had not been written as there were still some urgent matters to be discussed within the committee.
- (x) Associate Provost Beil raised the issue of mid-term test, quizzes or examinations and whether or not students failing or receiving very poor grades should be alerted to the situation and their respective counselors advised also. The committee was under the misapprehension that there was already a resolution from the Faculty Senate to this effect. After much discussion it was agreed that there should be a resolution from the Educational Policy Committee on this very subject. Associate Provost Beil agreed to draft a resolution and circulate it to the committee. The chair felt that the resolution could be forwarded to the Executive

committee for their determination of its suitability for presenting to the Faculty Senate.

- (xi) The question of oversubscribing of classes by students was then addressed.

Professor Wirtz explained that he had personally experienced on a number of occasions his graduate classes being closed out prior to the start of the semester by several students registering for them on-line only to drop their registration prior to the semester starting. This had led to other students who would have taken his course being forced to register instead for other courses. As a consequence of this, students who otherwise would have taken his courses were excluded even though there was eventually room for them in his classes.

Registrar Amundson informed the committee that at the undergraduate level students were discouraged from this oversubscribing of courses by Banner preventing them from registering for more than a maximum number of allowable credits each semester. She averred that this could be implemented in Banner at the graduate level if the various schools requested it.

- (xii) The Resolution regarding mid-term grade reporting, item (iii) of the agenda, was then addressed by Vice Provost Beil. She informed the committee that there had been concern raised at a meeting regarding retention of undergraduates and those students who were at risk of being suspended or put on probation were not adequately advised prior to this happening. The faculty could be more active in keeping the student advisors informed of those students in trouble; this could apply to other matters as well as academic issues as faculty often did realize the difficulty some students were having. Currently, if a mid-term test is given in the 7th week of the semester, the students obtaining a C- or lower grade would find this out during the 8th week which was far too late in the semester to effectively intervene. Registrar Amundson informed the committee that there was a facility in Banner – the Faculty Feedback System – which could be used in these circumstances, although how much it was being used was not clear. The committee felt that there should be an attempt by the Faculty Senate to encourage faculty to report grades of C- or lower much earlier in the semester. In particular, in the first instance, freshman students taking 1000 level courses should be made aware of their poor performance and the consequences thereto. The resolution could cover some or all of these points.

- (xiii) The Executive Committee had asked the committee to look into the matter of faculty canceling classes (not courses). There was much discussion around this item, but the general consensus of the committee was that there was already a mechanism in place for department chairs to exercise their authority over recalcitrant faculty and much of this was covered in the Faculty Code in any case. Although it would be possible to have a question in the student evaluations

regarding canceling of classes, it was thought by the majority of the committee that this would be inappropriate.

- (xiv) The chair informed the committee that as this would be the last meeting for which he would be in the chair, he would prepare an interim report composed of highlights from the minutes of the three meetings held this semester. As the last meeting of the semester of the Faculty Senate was in the same afternoon this could not be presented until the January or February meeting of the Senate.

Respectfully submitted,

Robert J. Harrington

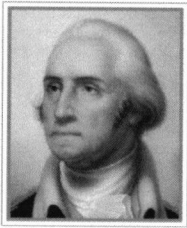
Members of the Committee:

Professors: Cropp, Doebel, Galston, Harrington, Seavey, Turley, Wirtz

Administration: Registrar Amundson, Associate Provost Beil, Dean Feuer,

Vice Provost Martin, Associate Vice President Napper,

Executive Director Small, Elena Gillis (Student member)



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Academic Affairs

Core Indicators of Academic Excellence

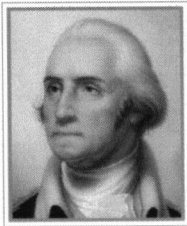
**Faculty Counts and Characteristics
Faculty Teaching Loads**

Enrollment Caps

**Undergraduate Enrollment Trends
Graduate Enrollment Trends**

Data as of January 25, 2012

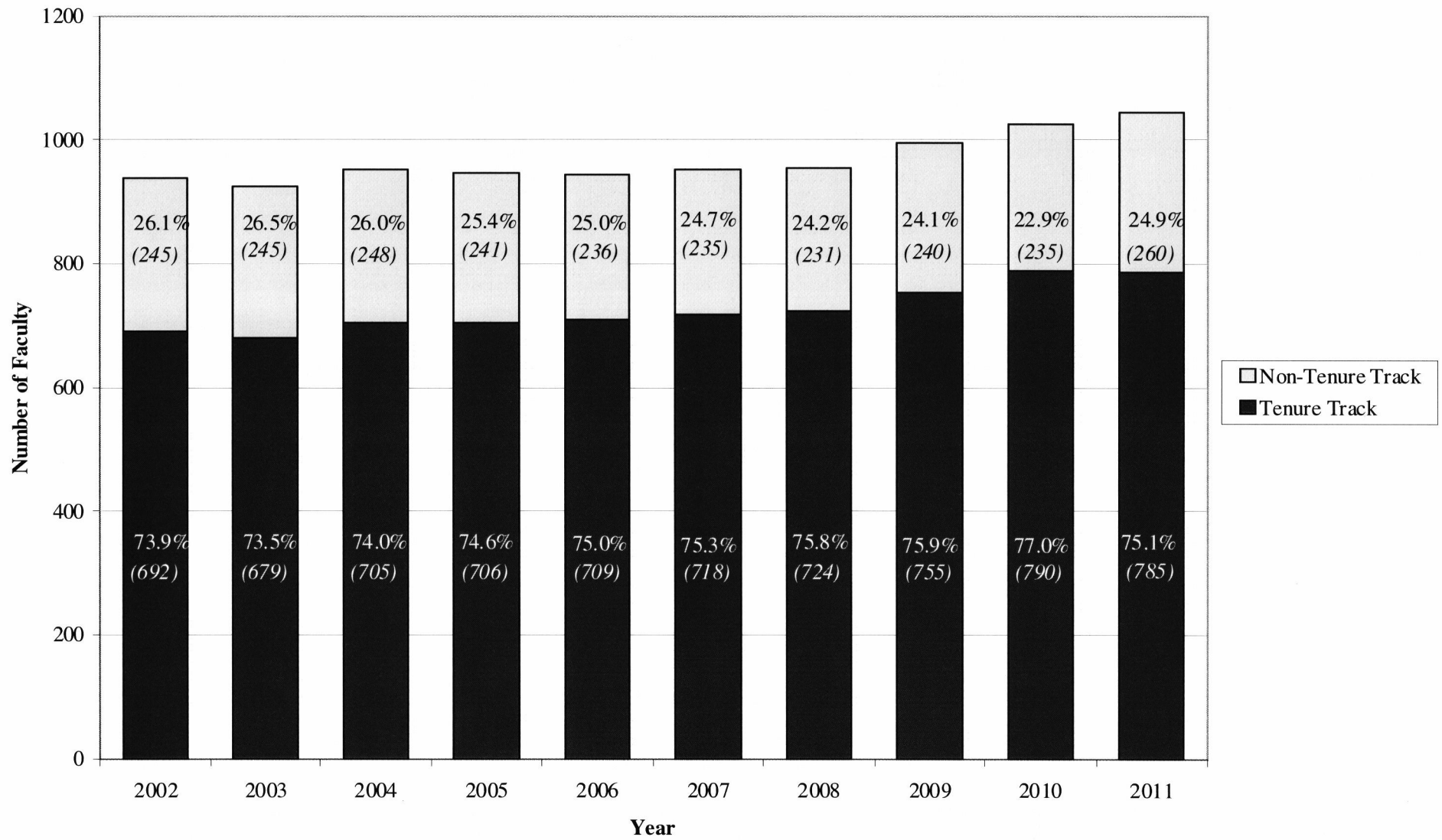
**Provost and EVP for Academic Affairs Steven Lerman
February 24, 2012**



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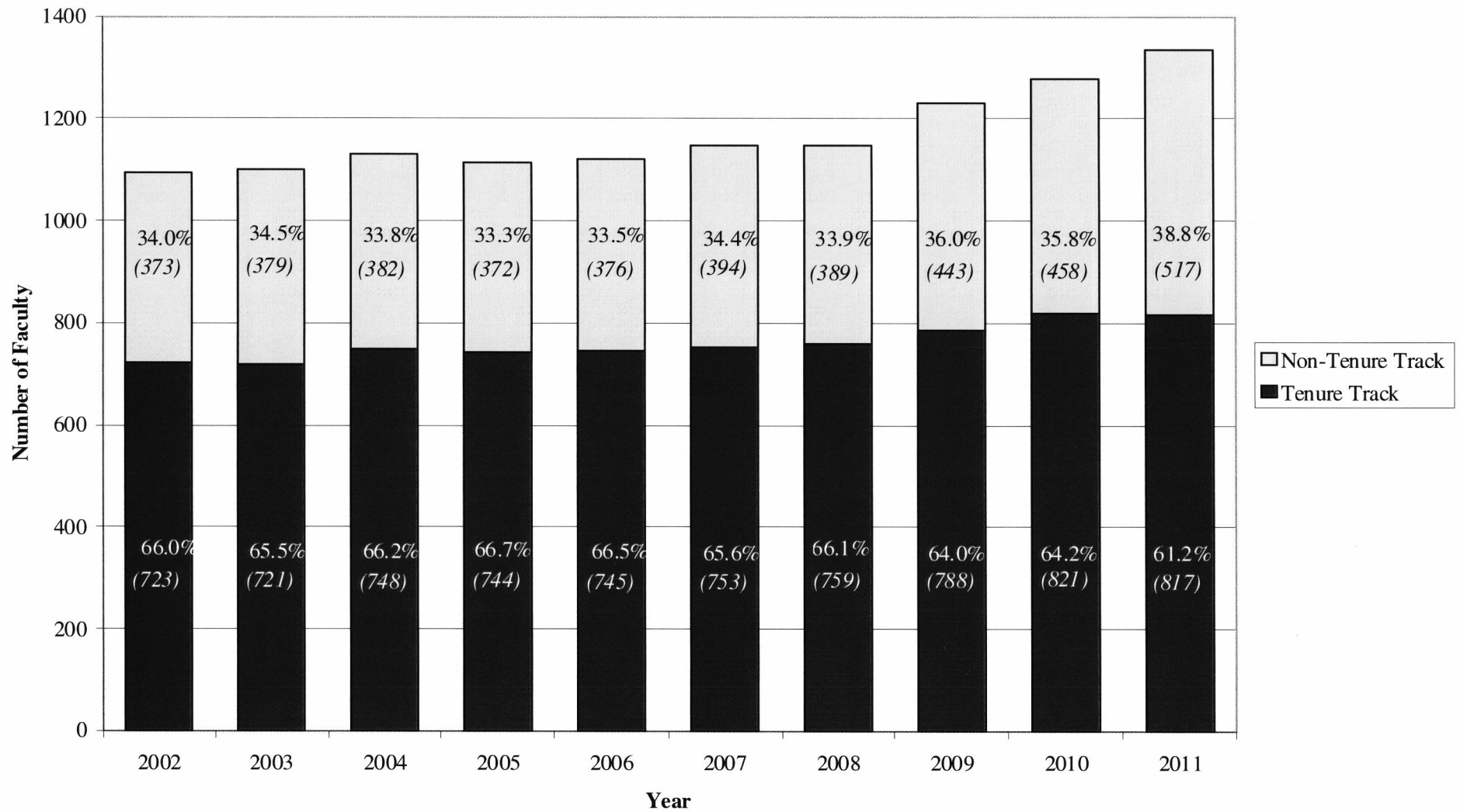
Faculty Composition

Number and Percentage of Tenure Track and Non-Tenure Track Faculty* (Excludes MFA)

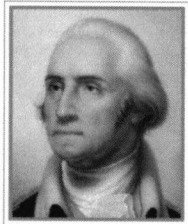


*Includes associate deans

Number and Percentage of Tenure Track and Non-Tenure Track Faculty* (Includes MFA)



*Includes associate deans



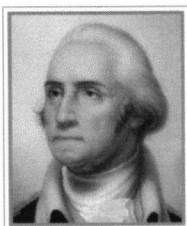
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Total Number of Full-* and Part-Time** Faculty by School (excludes MFA)

School	2002		2003		2004		2005		2006		2007		2008		2009		2010		2011	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
CCAS	399	534	412	572	420	573	409	571	410	560	423	489	408	492	423	521	424	523	430	532
ESIA	41	42	42	49	44	62	44	58	44	68	47	68	49	82	54	87	55	92	57	72
SB	131	80	118	80	122	90	122	80	121	70	114	81	118	59	118	66	122	64	123	66
SEAS	85	110	87	91	85	90	81	77	81	75	80	79	80	83	83	83	86	90	87	72
GSEHD	71	74	70	86	70	101	73	95	66	105	69	100	70	107	72	98	74	93	77	69
LAW	75	106	71	136	76	138	76	161	79	170	79	178	79	191	84	192	83	193	83	199
CPS	2	0	2	0	3	21	3	26	8	32	12	59	14	57	15	62	16	56	17	48
SMHS	85	1,718	84	1,644	83	1,652	89	1,556	88	1,578	85	1,606	94	1,594	91	1,460	84	1,377	85	1,354
SON	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	14	39	18	32
SPHHS	38	198	38	190	50	208	50	231	48	245	44	228	43	240	55	245	67	304	76	341
Total	927	2,862	924	2,848	953	2,935	947	2,855	945	2,903	953	2,888	955	2,905	995	2,814	1,025	2,831	1,053	2,785

*Includes both tenure track and non-tenure track faculty

**Excludes research, visiting, special service, and affiliated faculty



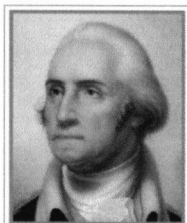
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Total Number of Full-* and Part-Time** Faculty by School (includes MFA)

School	2002		2003		2004		2005		2006		2007		2008		2009		2010		2011	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
CCAS	399	534	412	572	420	573	409	571	410	560	423	489	408	492	423	521	424	523	430	532
ESIA	41	42	42	49	44	62	44	58	44	68	47	68	49	82	54	87	55	92	57	72
SB	131	80	118	80	122	90	122	80	121	70	114	81	118	59	118	66	122	64	123	66
SEAS	85	110	87	91	85	90	81	77	81	75	80	79	80	83	83	83	86	90	87	72
GSEHD	71	74	70	86	70	101	73	95	66	105	69	100	70	107	72	98	74	93	77	69
LAW	75	106	71	136	76	138	76	161	79	170	79	178	79	191	84	192	83	193	83	199
CPS	2	0	2	0	3	21	3	26	8	32	12	59	14	57	15	62	16	56	17	48
SMHS	254	1,718	260	1,644	260	1,652	258	1,556	264	1,578	279	1,606	287	1,623	327	1,486	338	1,405	374	1,395
SON	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	14	39	18	32
SPHHS	38	198	38	190	50	208	50	231	48	245	44	228	43	240	55	245	67	304	76	341
Total	1,096	2,862	1,100	2,848	1,130	2,935	1,116	2,855	1,121	2,903	1,147	2,888	1,148	2,931	1,231	2,840	1,279	2,859	1,334	2,826

*Includes both tenure track and non-tenure track faculty

**Excludes research, visiting, special service, and affiliated faculty

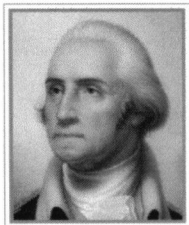


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Tenure Track and Non-Tenure Track Regular Active Status Faculty* by School

School	2002		2003		2004		2005		2006		2007		2008		2009		2010		2011	
	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT
CCAS	297	102	304	108	312	108	308	101	308	102	322	101	316	92	324	99	325	99	323	106
ESIA	35	6	36	6	37	7	38	6	38	6	39	8	38	11	42	12	45	10	42	14
SB	102	29	91	27	100	22	100	22	100	21	96	18	102	16	103	15	106	16	104	16
SEAS	76	9	79	8	78	7	76	5	76	5	73	7	72	8	74	9	78	8	75	11
GSEHD	42	29	40	30	41	29	43	30	41	25	43	26	47	23	47	25	47	27	45	31
LAW	62	13	60	11	65	11	65	11	68	11	68	11	69	10	73	11	79	4	75	7
CPS	0	2	0	2	0	3	0	3	1	7	1	11	1	13	1	14	1	15	1	16
SMHS	55	30	52	32	52	31	57	32	57	31	58	27	59	35	62	29	56	28	57	28
MFA	41	128	42	134	43	134	38	131	36	140	35	159	35	158	33	203	31	223	32	257
SON	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	8	6	12	6
SPHHS	13	25	17	21	20	30	19	31	20	28	18	26	20	23	29	26	45	22	51	25
Total	723	373	721	379	748	382	744	372	745	376	753	394	759	389	788	443	821	458	817	517

*Includes associate deans



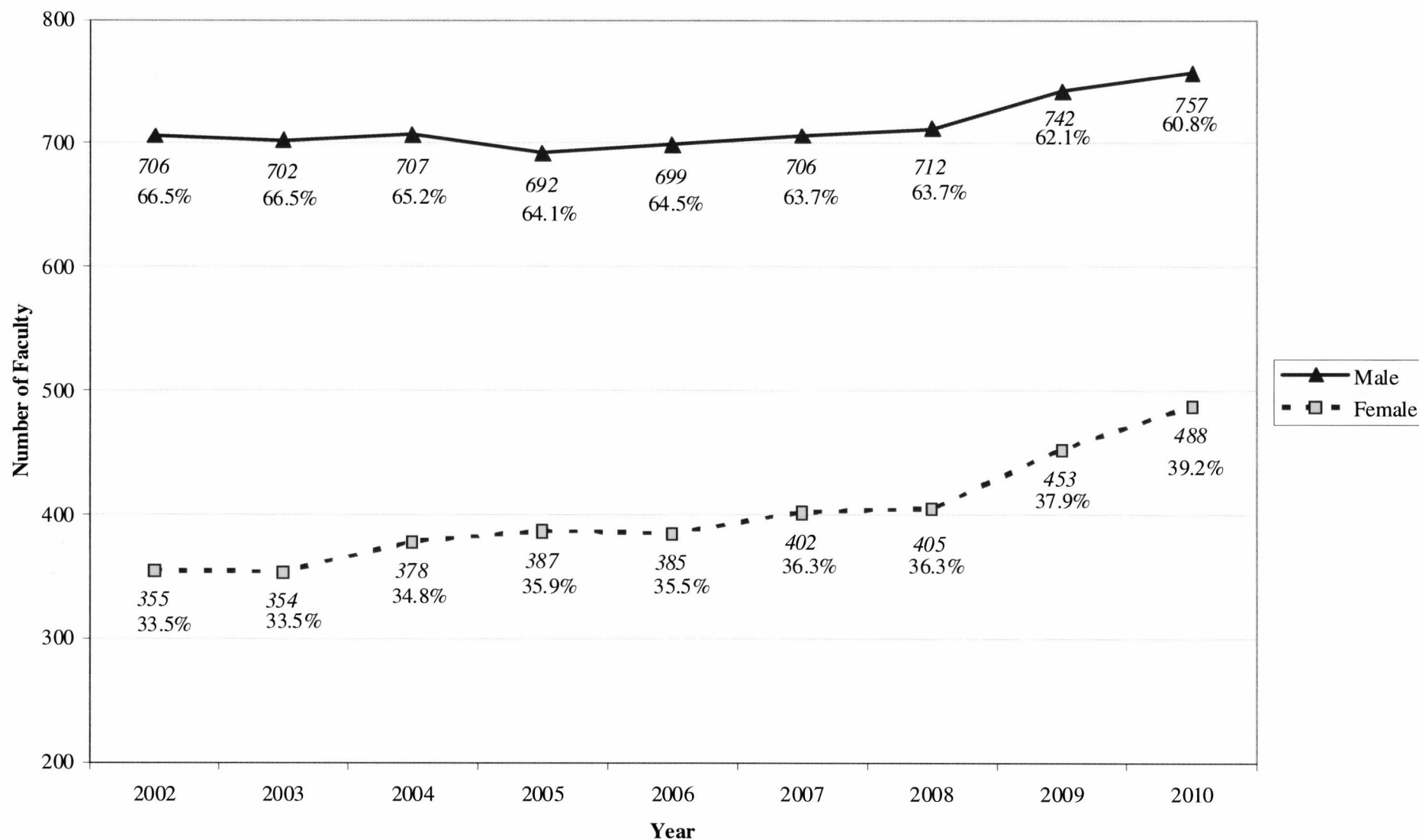
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Percentage of Tenure Track and Non-Tenure Track Regular Active Status Faculty* by School

	2002		2003		2004		2005		2006		2007		2008		2009		2010		2011	
School	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT
CCAS	74%	26%	74%	26%	74%	26%	75%	25%	75%	25%	76%	24%	77%	23%	77%	23%	77%	23%	75%	25%
ESIA	85%	15%	86%	14%	84%	16%	86%	14%	86%	14%	83%	17%	78%	22%	78%	22%	82%	18%	75%	25%
SB	78%	22%	77%	23%	82%	18%	82%	18%	83%	17%	84%	16%	86%	14%	87%	13%	87%	13%	87%	13%
SEAS	89%	11%	91%	9%	92%	8%	94%	6%	94%	6%	91%	9%	90%	10%	89%	11%	91%	9%	87%	13%
GSEHD	59%	41%	57%	43%	59%	41%	59%	41%	62%	38%	62%	38%	67%	33%	65%	35%	64%	36%	59%	41%
LAW	83%	17%	85%	15%	86%	14%	86%	14%	86%	14%	86%	14%	87%	13%	87%	13%	95%	5%	91%	9%
CPS	0%	100%	0%	100%	0%	100%	0%	100%	13%	88%	8%	92%	7%	93%	7%	93%	6%	94%	6%	94%
SMHS	65%	35%	62%	38%	63%	37%	64%	36%	65%	35%	68%	32%	63%	37%	68%	32%	67%	33%	67%	33%
MFA	24%	76%	24%	76%	24%	76%	22%	78%	20%	80%	18%	82%	18%	82%	14%	86%	12%	88%	11%	89%
SON	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	57%	43%	67%	33%
SPHHS	34%	66%	45%	55%	40%	60%	38%	62%	42%	58%	41%	59%	47%	53%	53%	47%	67%	33%	67%	33%
Total	66%	34%	66%	34%	66%	34%	67%	33%	66%	34%	66%	34%	66%	34%	64%	36%	64%	36%	61%	39%

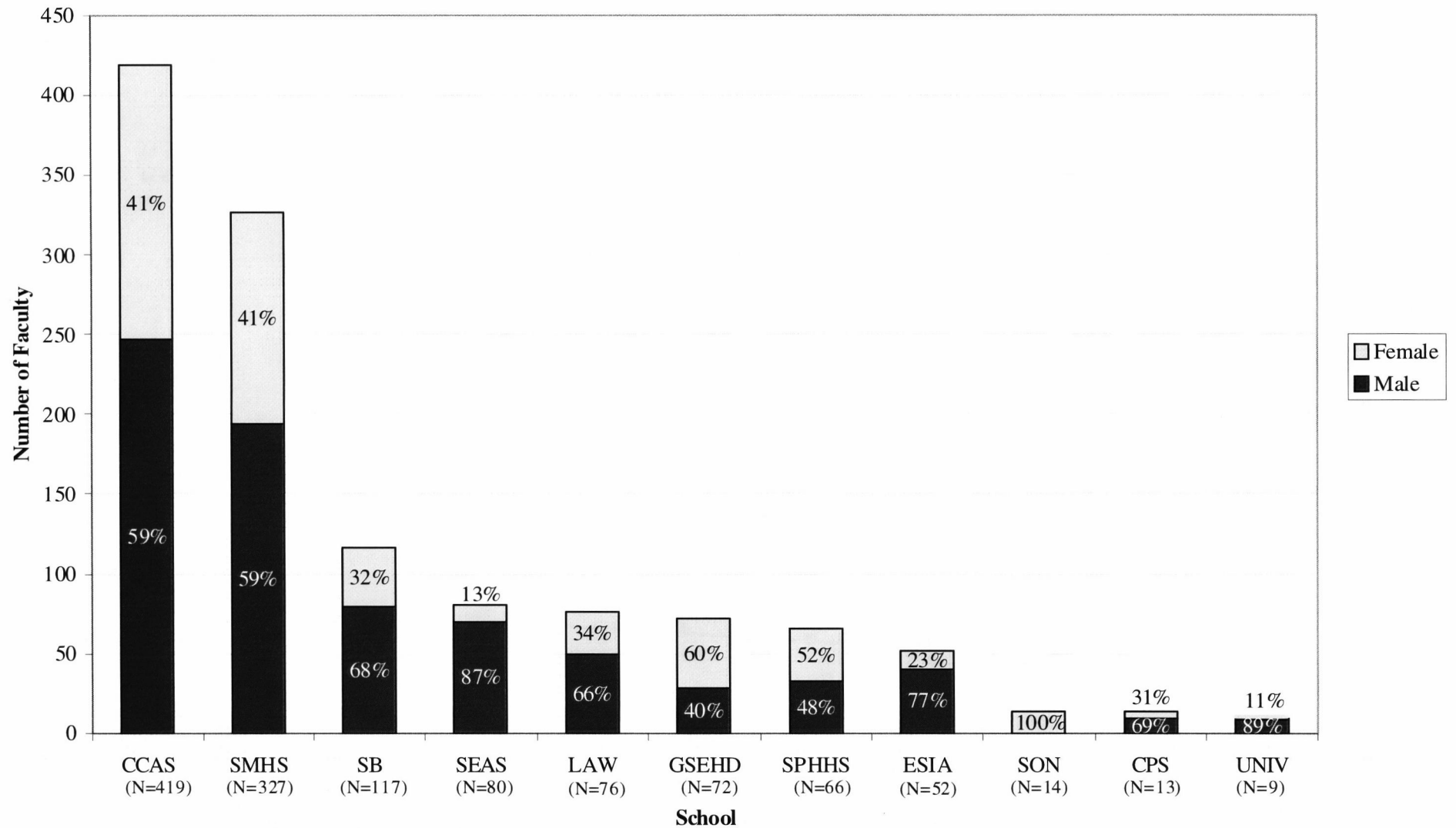
*Includes associate deans

Total Number and Percentage of Full-Time Female and Male Faculty*



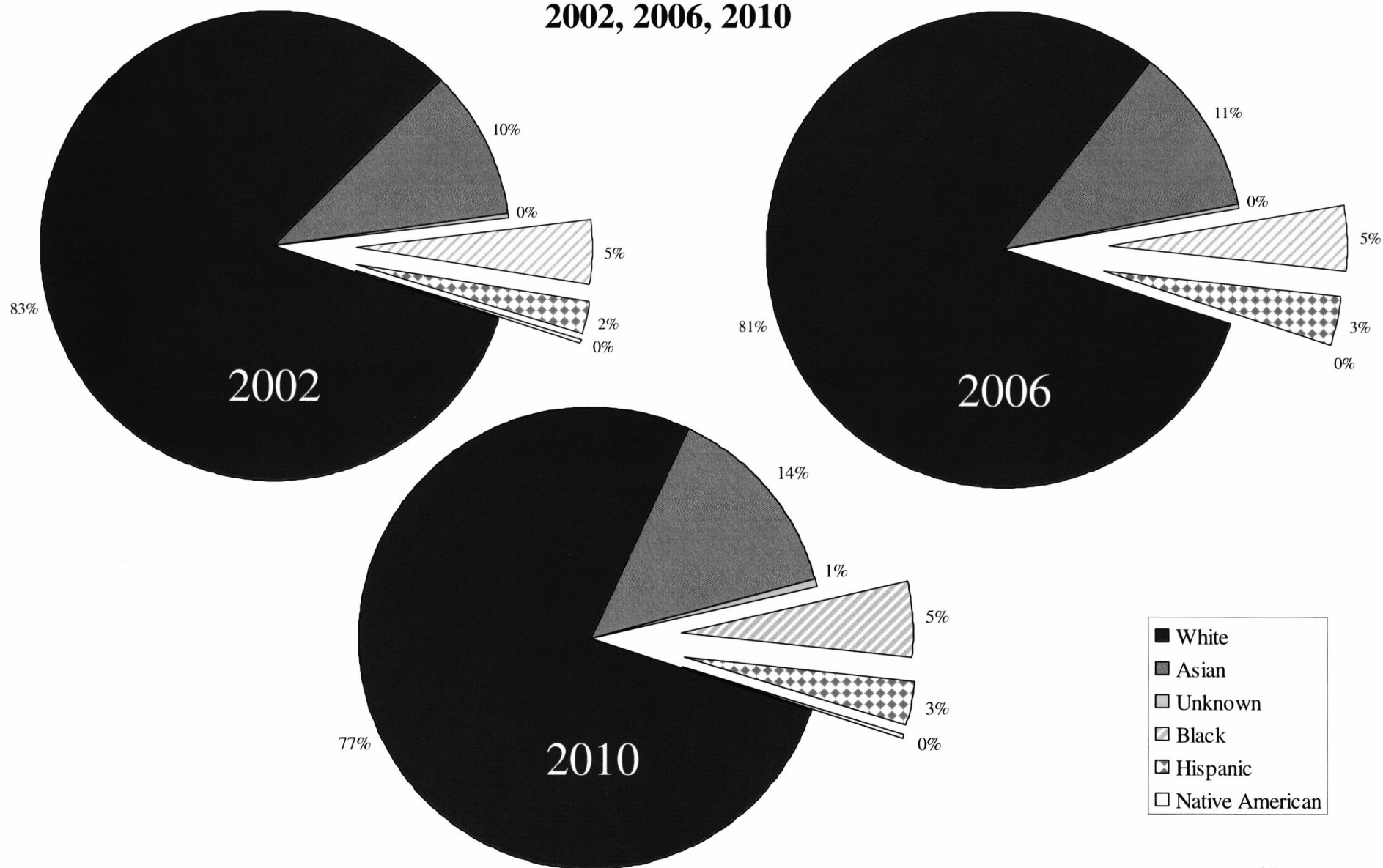
*Excludes deans and associate deans; includes all schools; SMHS includes MFA faculty

Percentage of Full-Time Female and Male Faculty* by School: 2010

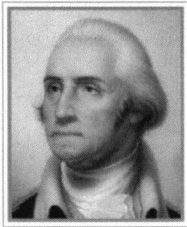


*Excludes deans and associate deans; SMHS includes MFA faculty

Percentage of Full-Time Underrepresented Minority* Faculty: 2002, 2006, 2010

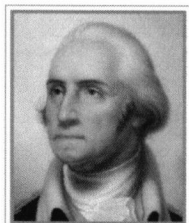


*Includes black, Hispanic, and Native American faculty; excludes deans and associate deans



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Faculty Teaching Loads

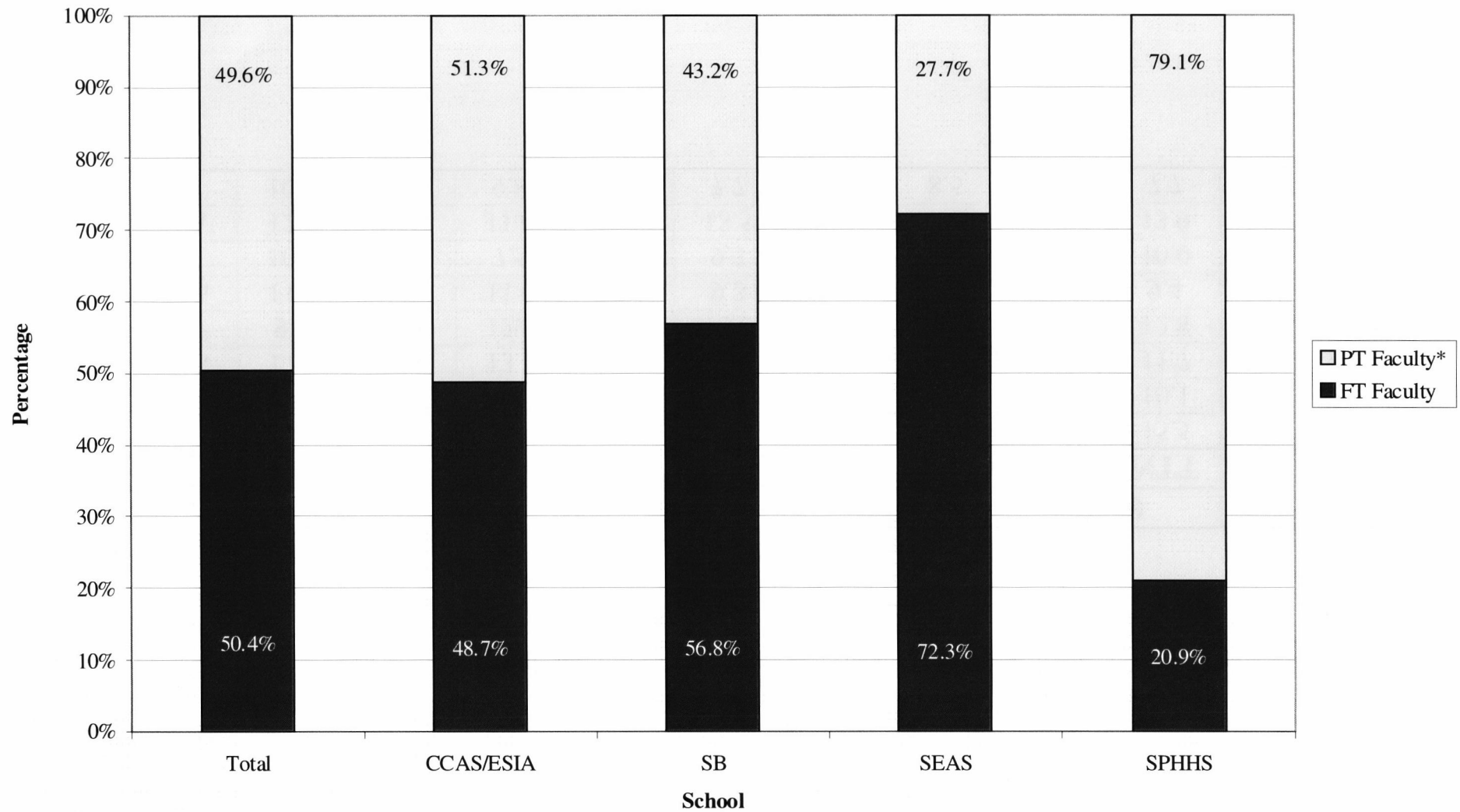


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Average AY Teaching Load in Course Hours of Tenure Track and Non-Tenure Track Faculty

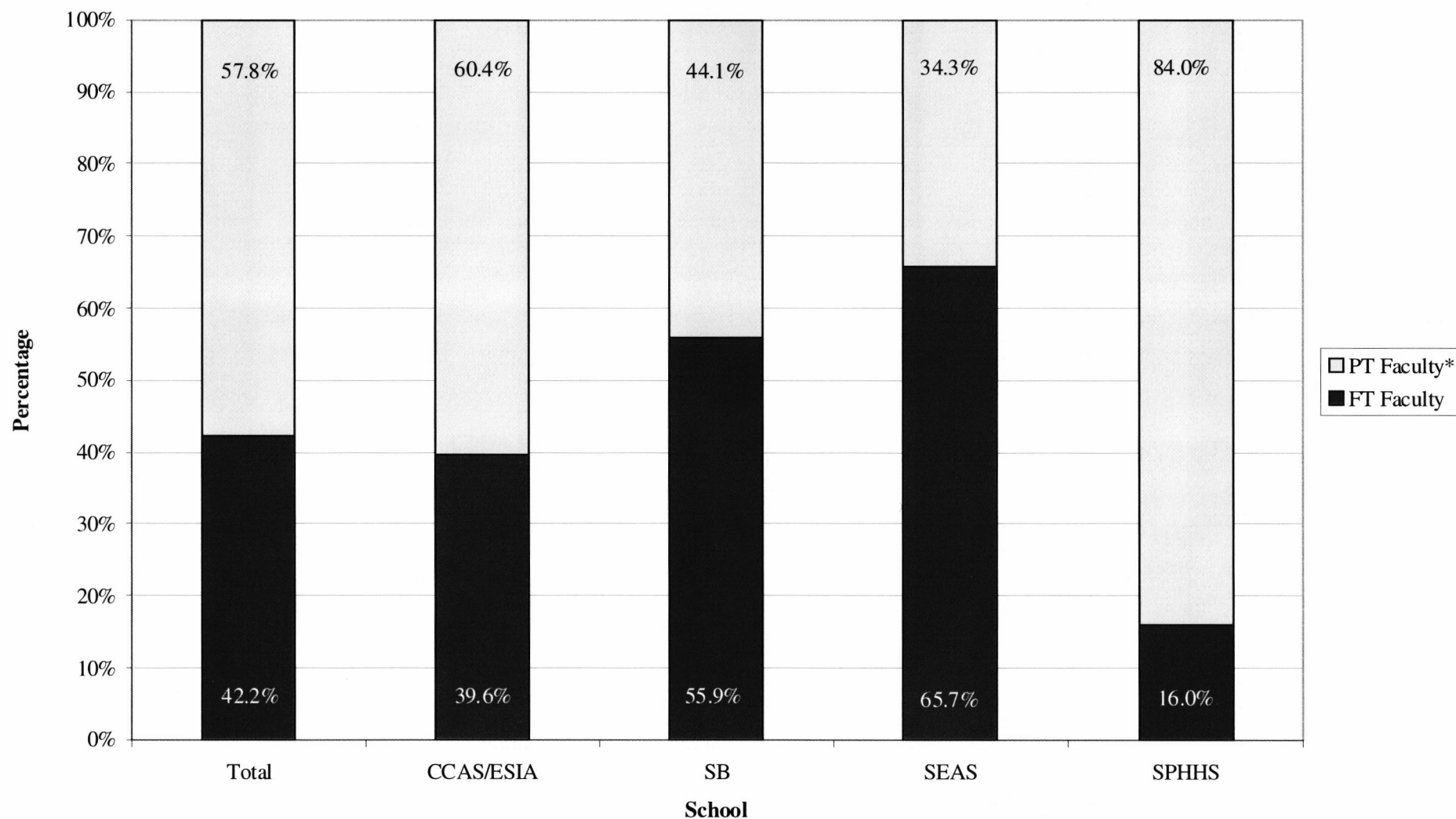
	2005		2006		2007		2008		2009		2010	
School	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT
CCAS	10.8	14.7	10.6	14.3	10.4	15.3	10.4	16.5	10.0	15.5	9.6	13.8
ESIA	9.9	6.4	8.9	5.6	10.3	9.3	9.7	9.8	10.1	10.1	10.0	9.7
SB	11.8	14.5	11.2	13.7	11.6	12.4	11.6	12.4	10.9	11.7	10.7	11.9
SEAS	10.7	9.4	10.8	12.8	10.0	10.0	10.8	11.2	10.3	12.8	9.8	12.4
GSEHD	10.6	11.8	9.7	11.9	11.4	9.3	8.9	10.3	10.4	9.4	10.3	10.2
LAW	8.5	10.9	8.5	7.5	10.3	9.3	8.0	7.9	8.7	10.0	8.8	8.3
CPS	N/A	12.0	N/A	11.0	N/A	13.5	9.0	13.5	9.0	13.9	12.0	11.7
SPHHS	6.5	10.0	7.6	9.8	6.7	7.7	5.8	8.5	6.8	7.7	6.2	8.5

Percentage of Students Enrolled in On-Campus Undergraduate Courses Taught by Full- and Part-Time* Faculty: Fall 2011



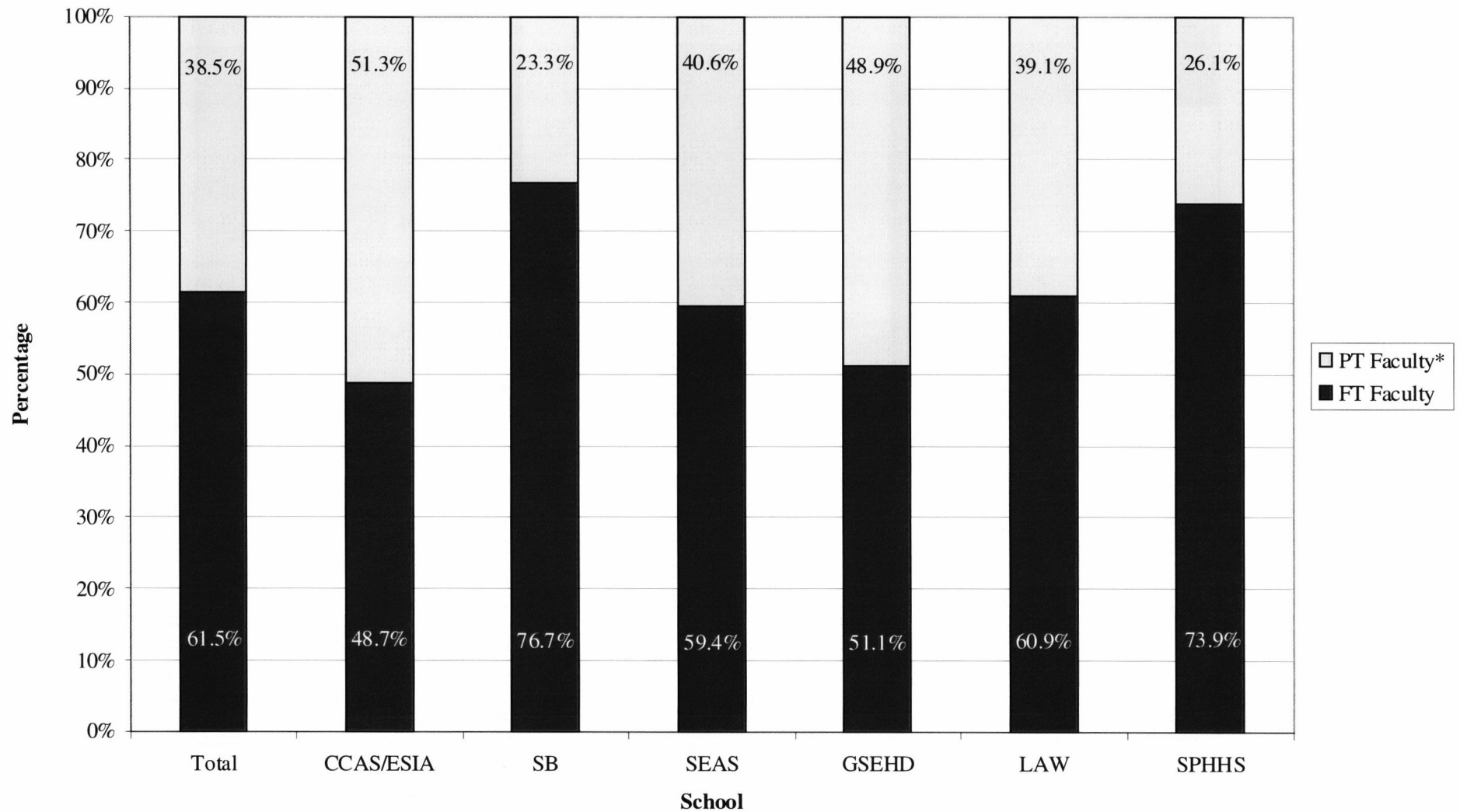
*Includes graduate teaching assistants and visiting faculty

Percentage of On-Campus Undergraduate Course Sections Taught by Full- and Part-Time* Faculty: Fall 2011



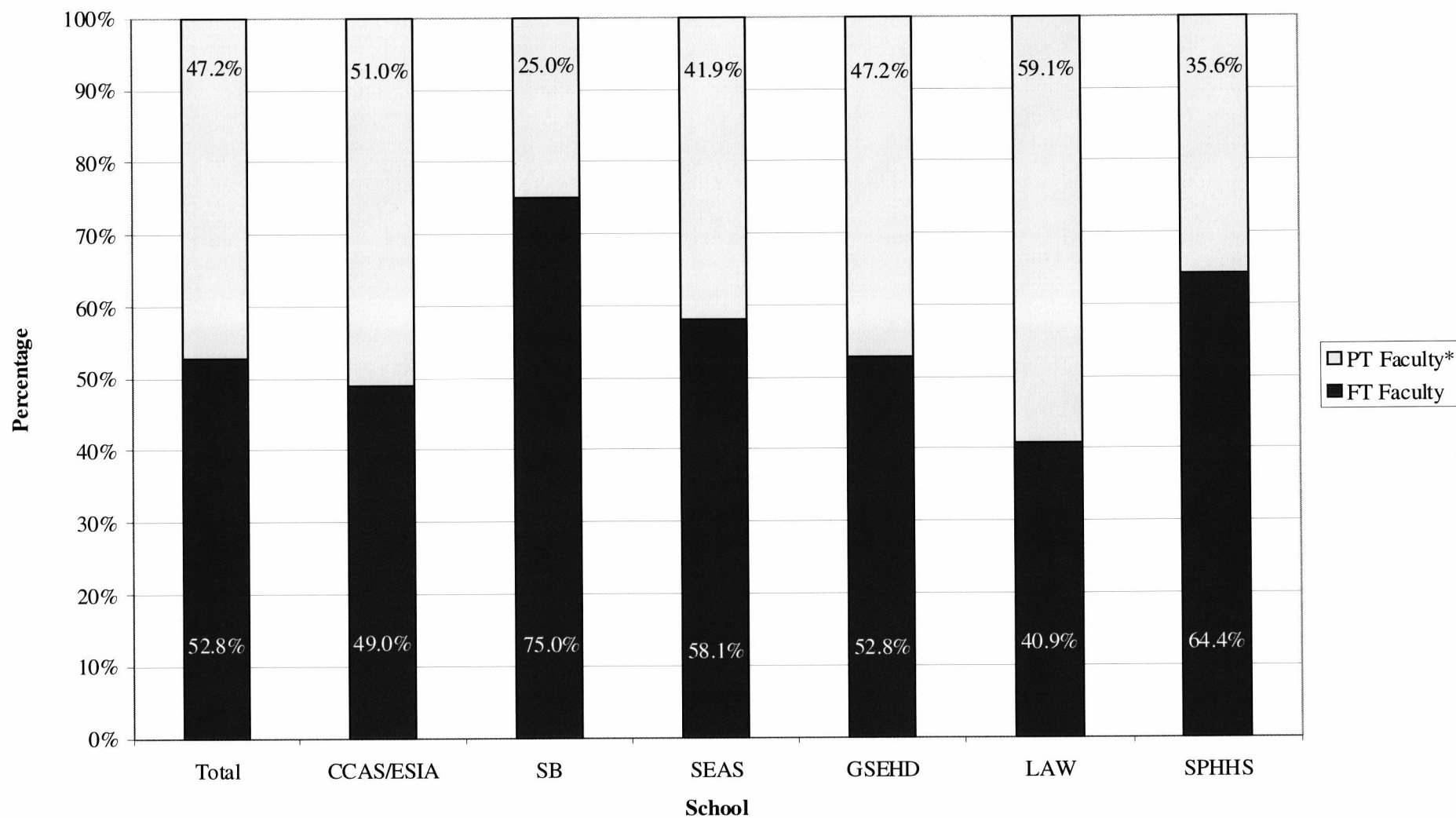
*Includes graduate teaching assistants and visiting faculty

Percentage of Students Enrolled in On-Campus Graduate Courses Taught by Full- and Part-Time* Faculty: Fall 2011

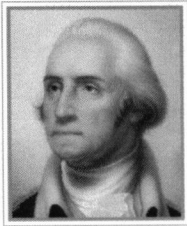


*Includes graduate teaching assistants and visiting faculty

Percentage of On-Campus Graduate Course Sections Taught by Full- and Part-Time* Faculty: Fall 2011



*Includes graduate teaching assistants and visiting faculty

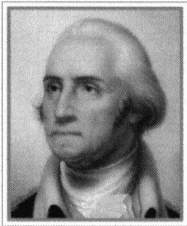


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Student-Faculty Ratio*

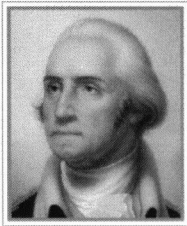
	2002	2003	2004	2005	2006	2007	2008	2009	2010
Ratio	13.6	13.6	13.5	13.6	13.4	13.5	13.0	13.0	13.0

*Excludes schools that have only post-baccalaureate students or a very small number of undergraduate students (e.g., GSEHD, Law, SMHS, SON, SPHHS)



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Comparison of AAUP and Market Basket Salaries



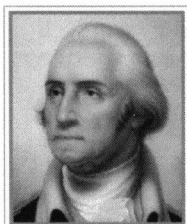
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Comparison of GW Faculty Salary Averages with AAUP 60th Percentile Averages: AY 2010-11

School	Professors			Associate Professors			Assistant Professors		
	2010-11	AAUP 60%	Difference	2010-11	AAUP 60%	Difference	2010-11	AAUP 60%	Difference
CCAS	\$124,498	\$121,490	\$3,008	\$86,571	\$86,047	\$524	\$71,463	\$73,664	(\$2,201)
ESIA	\$143,766	\$121,490	\$22,276	\$93,304	\$86,047	\$7,257	\$77,785	\$73,664	\$4,121
SB	\$140,566	\$121,490	\$19,076	\$125,940	\$86,047	\$39,893	\$126,882	\$73,664	\$53,218
SEAS	\$144,925	\$121,490	\$23,435	\$110,153	\$86,047	\$24,106	\$93,812	\$73,664	\$20,148
GSEHD	\$126,352	\$121,490	\$4,862	\$84,769	\$86,047	(\$1,278)	\$66,569	\$73,664	(\$7,095)
Law*	\$217,373	\$121,490	\$95,883	\$161,770	\$86,047	\$75,723	N/A	N/A	N/A
CPS	\$133,871	\$121,490	\$12,381	\$87,042	\$86,047	\$995	\$73,632	\$73,664	(\$32)
SPHHS	\$157,248	\$121,490	\$35,758	\$115,458	\$86,047	\$29,411	\$90,048	\$73,664	\$16,384
SON**	N/A	N/A	N/A	\$111,918	\$86,047	\$25,871	\$77,400	\$73,664	\$3,736
GW AAUP Salary Average	\$146,399	\$121,490	\$24,909	\$100,240	\$86,047	\$14,193	\$82,094	\$73,664	\$8,430

*Excludes clinical law faculty

** SON data is incomplete where N<3

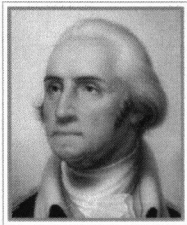


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Comparison of GW and Market Basket Professor Salary Averages with AAUP 80th Percentile Averages*

GW Market Basket		Professors							
Institution	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
New York University	\$132,200	\$134,200	\$138,100	\$144,000	\$149,500	\$162,400	\$170,700	\$171,700	\$175,900
Northwestern University	\$127,700	\$131,900	\$136,300	\$140,800	\$147,200	\$153,600	\$161,800	\$166,300	\$169,500
Washington University	\$117,900	\$122,000	\$128,400	\$135,200	\$145,100	\$150,800	\$159,300	\$160,700	\$164,900
Duke University	\$124,900	\$128,600	\$131,200	\$136,400	\$142,000	\$152,600	\$161,200	\$160,800	\$163,400
Georgetown University	\$116,300	\$119,200	\$127,100	\$132,500	\$139,900	\$148,600	\$155,900	\$155,500	\$158,900
Emory University	\$121,800	\$126,500	\$131,900	\$137,000	\$142,200	\$147,200	\$153,400	\$154,800	\$154,100
American University	\$108,300	\$112,200	\$116,800	\$123,500	\$127,400	\$136,100	\$142,900	\$146,500	\$152,000
Vanderbilt University	\$112,300	\$117,100	\$123,900	\$126,600	\$135,400	\$140,300	\$145,900	\$145,100	\$151,300
University of Southern California	\$113,000	\$118,700	\$123,800	\$129,000	\$134,500	\$140,100	\$145,000	\$145,800	\$151,000
George Washington University	\$107,500	\$106,400	\$110,300	\$118,800	\$123,900	\$128,500	\$134,700	\$142,900	\$146,400
Boston University	N/A	N/A	N/A	\$117,000	\$122,200	\$127,200	\$135,700	\$140,600	\$143,900
University of Miami	\$98,700	\$104,800	\$107,000	\$111,500	\$118,000	\$125,000	\$132,800	\$132,500	\$137,000
Tulane University	\$99,100	\$100,200	\$102,800	\$109,800	\$116,000	\$119,800	\$125,900	\$128,000	\$134,200
Southern Methodist University	\$102,000	\$105,500	\$109,100	\$115,800	\$121,000	\$124,400	\$127,500	\$133,400	\$133,500
Tufts University	\$100,000	\$103,000	\$109,400	\$114,700	\$118,500	\$122,700	\$128,000	\$127,200	\$130,700
Mean (excludes GW)	\$106,462	\$108,603	\$121,985	\$126,700	\$132,779	\$139,343	\$146,143	\$147,779	\$151,450
AAUP 80th percentile	\$113,400	\$117,223	\$112,168	\$116,643	\$121,196	\$127,492	\$132,969	\$134,671	\$137,637

* Sorted by 2010-11 numbers

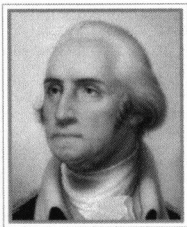


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Comparison of GW and Market Basket Associate Professor Salary Averages with AAUP 80th Percentile Averages*

GW Market Basket	Associate Professors								
Institution	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Northwestern University	\$83,900	\$86,900	\$90,700	\$93,700	\$97,500	\$100,500	\$105,300	\$106,900	\$108,300
Georgetown University	\$76,200	\$79,200	\$82,800	\$86,000	\$89,100	\$95,400	\$101,000	\$100,700	\$104,100
Duke University	\$84,100	\$85,400	\$89,500	\$91,300	\$96,800	\$102,500	\$107,300	\$102,600	\$103,900
New York University	\$82,600	\$82,700	\$85,400	\$88,300	\$91,200	\$102,600	\$103,700	\$101,500	\$103,800
University of Southern California	\$77,900	\$81,500	\$84,600	\$88,500	\$92,000	\$93,600	\$95,800	\$98,600	\$103,300
American University	\$74,800	\$78,600	\$80,000	\$81,200	\$84,900	\$88,900	\$92,600	\$96,400	\$100,600
George Washington University	\$76,400	\$76,400	\$80,700	\$84,300	\$89,400	\$92,600	\$97,000	\$98,600	\$100,200
Emory University	\$79,400	\$81,100	\$84,300	\$86,200	\$90,100	\$93,400	\$100,500	\$99,400	\$99,900
Boston University	N/A	N/A	N/A	\$78,600	\$81,700	\$86,000	\$91,200	\$95,500	\$99,800
Washington University	\$78,700	\$81,000	\$85,100	\$90,500	\$93,300	\$96,400	\$96,500	\$97,100	\$99,800
Vanderbilt University	\$74,200	\$76,200	\$79,000	\$81,900	\$86,300	\$91,000	\$93,500	\$93,100	\$96,200
Tufts University	\$76,000	\$77,300	\$82,500	\$85,300	\$87,900	\$90,200	\$95,300	\$95,300	\$96,000
Southern Methodist University	\$68,900	\$70,200	\$72,600	\$78,000	\$80,500	\$84,100	\$88,800	\$89,900	\$91,700
University of Miami	\$66,300	\$70,000	\$72,200	\$75,200	\$79,000	\$83,000	\$86,200	\$86,900	\$90,000
Tulane University	\$71,600	\$69,700	\$73,500	\$77,000	\$78,800	\$82,400	\$83,400	\$84,000	\$85,300
Mean (excludes GW)	\$76,508	\$78,446	\$81,708	\$84,407	\$87,793	\$92,143	\$95,793	\$96,279	\$98,764
AAUP 80th percentile	\$74,636	\$76,798	\$79,139	\$82,173	\$85,878	\$89,692	\$93,074	\$94,414	\$96,232

* Sorted by 2010-11 numbers

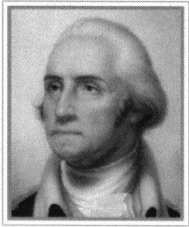


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Comparison of GW and Market Basket Assistant Professor Salary Averages with AAUP 80th Percentile Averages*

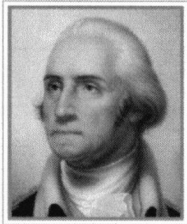
GW Market Basket	Assistant Professors								
Institution	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Northwestern University	\$73,400	\$76,800	\$79,300	\$81,200	\$83,500	\$87,900	\$93,500	\$95,300	\$96,800
New York University	\$73,100	\$74,800	\$73,700	\$75,900	\$80,100	\$90,300	\$93,500	\$92,700	\$95,600
University of Southern California	\$69,100	\$70,900	\$73,700	\$76,400	\$81,600	\$85,000	\$86,700	\$89,600	\$91,500
Washington University	\$69,300	\$72,100	\$72,400	\$73,400	\$77,200	\$80,000	\$85,000	\$85,400	\$89,900
Georgetown University	\$62,400	\$63,900	\$65,400	\$71,400	\$73,700	\$75,600	\$80,500	\$83,600	\$88,900
Duke University	\$72,400	\$74,600	\$75,500	\$78,800	\$82,400	\$87,300	\$91,600	\$89,800	\$87,200
Emory University	\$69,000	\$72,300	\$74,500	\$76,300	\$77,900	\$78,900	\$84,100	\$83,400	\$85,300
Southern Methodist University	\$61,800	\$64,500	\$68,200	\$69,200	\$72,300	\$78,500	\$82,900	\$84,400	\$85,200
Boston University	N/A	N/A	N/A	\$66,000	\$69,800	\$71,000	\$76,400	\$82,100	\$85,100
George Washington University	\$60,600	\$60,600	\$63,200	\$69,300	\$72,100	\$75,100	\$78,700	\$81,000	\$82,100
Tufts University	\$59,800	\$61,700	\$65,800	\$67,700	\$70,800	\$73,300	\$75,800	\$75,700	\$78,200
University of Miami	\$60,600	\$64,300	\$65,800	\$67,800	\$72,700	\$76,600	\$79,500	\$79,100	\$77,700
Vanderbilt University	\$68,600	\$64,300	\$65,000	\$66,000	\$67,200	\$69,500	\$72,500	\$73,100	\$74,600
American University	\$58,800	\$58,100	\$60,000	\$60,900	\$64,300	\$67,900	\$67,600	\$67,200	\$70,600
Tulane University	\$60,800	\$61,100	\$61,300	\$65,300	\$63,400	\$66,100	\$65,200	\$67,800	\$69,300
Mean (excludes GW)	\$66,085	\$68,950	\$69,277	\$71,164	\$74,064	\$77,707	\$81,057	\$82,086	\$83,993
AAUP 80th percentile	\$62,852	\$64,324	\$66,817	\$69,668	\$71,763	\$75,816	\$78,886	\$81,002	\$81,135

* Sorted by 2010-11 numbers



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Enrollment Caps



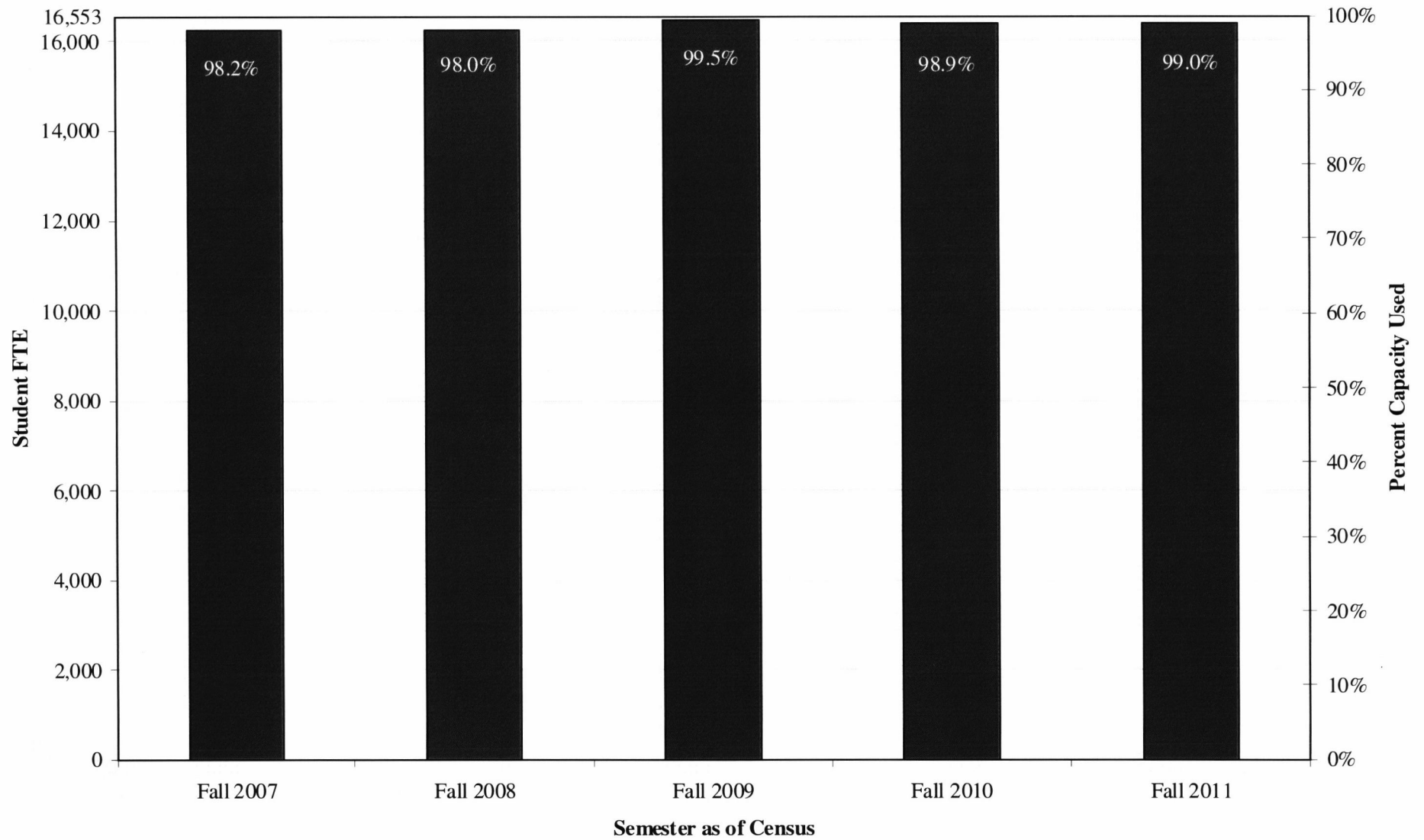
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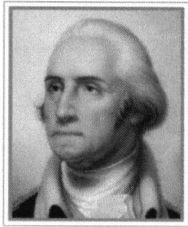
Foggy Bottom FTE Enrollment BZA Limit = 16,553 FTE

Full-Time Students	+	Part-Time Graduate Students' Credits <hr/> 9	+	Other Part-Time Students' Credits <hr/> 12	=	Foggy Bottom Full-Time Equivalent
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Fall 2011	
Foggy Bottom/Mount Vernon Total FTE	17,852
- Study Abroad	487
- Mount Vernon Residents	588
- All Courses Mount Vernon	124
- Foggy Bottom Faculty & Staff	239
- School Without Walls Students	20
Foggy Bottom Student FTE	16,394
Maximum FTE BZA Order	16,553
Utilization	99.04%

Foggy Bottom Student FTE Cap





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Mount Vernon Daily Headcount

Campus Plan Limit = 1,650 Students Per Day

Mount Vernon
Residents

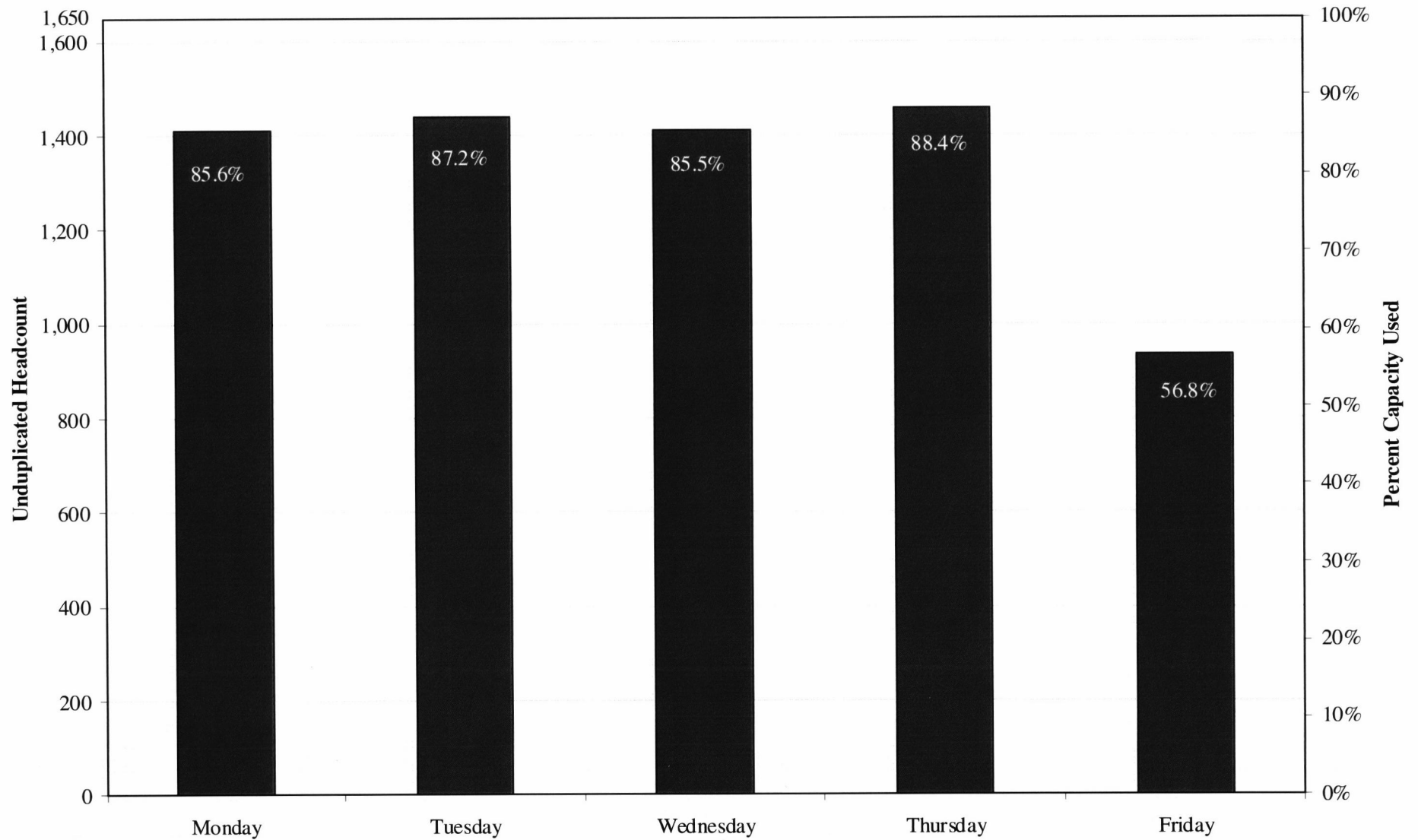
+

Non-Residents
In Courses

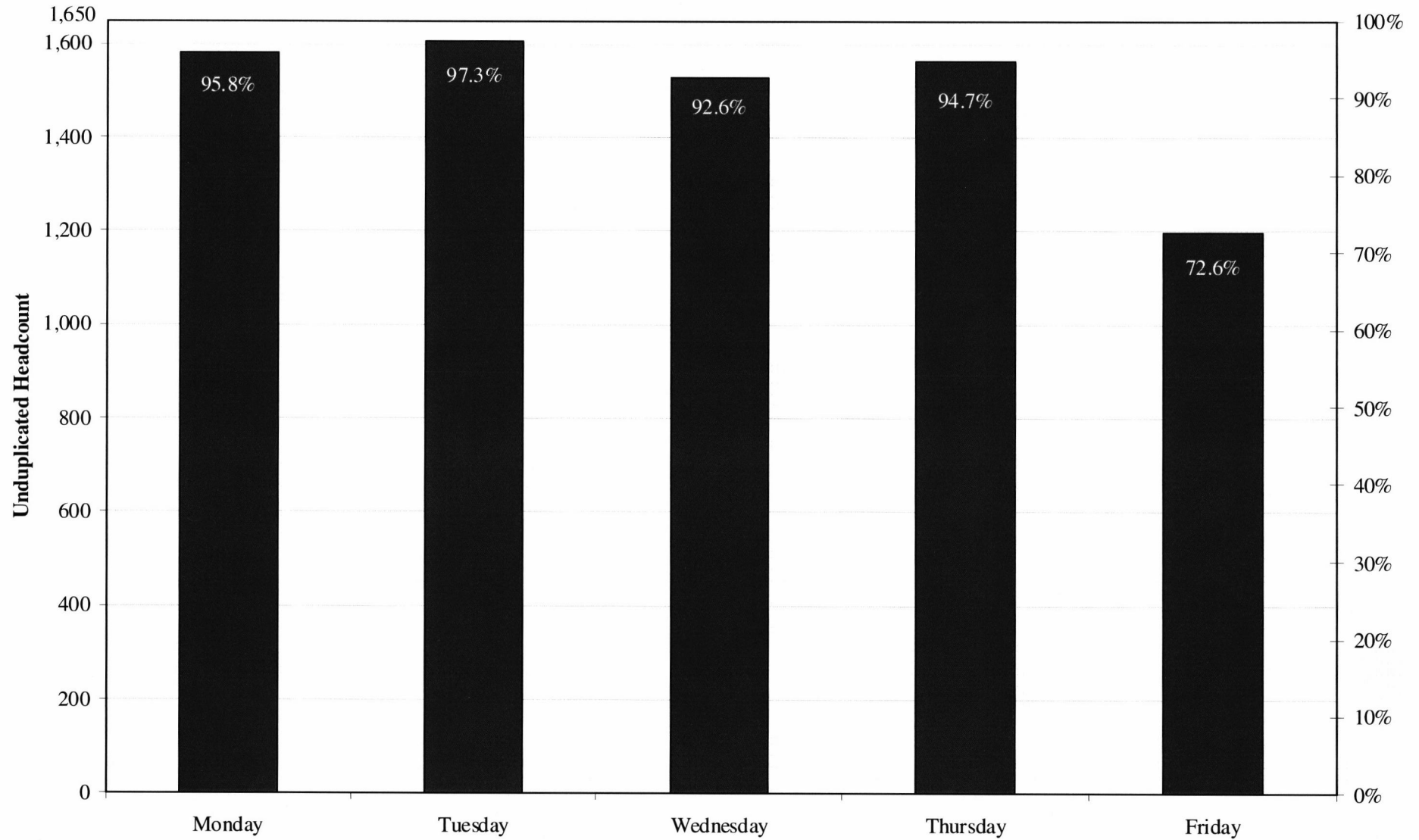
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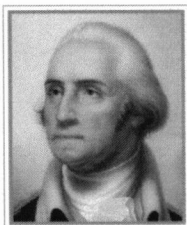
Daily
Headcount

Mount Vernon Campus Headcount by Day - Fall 2011



Mount Vernon Campus Headcount by Day - Spring 2012

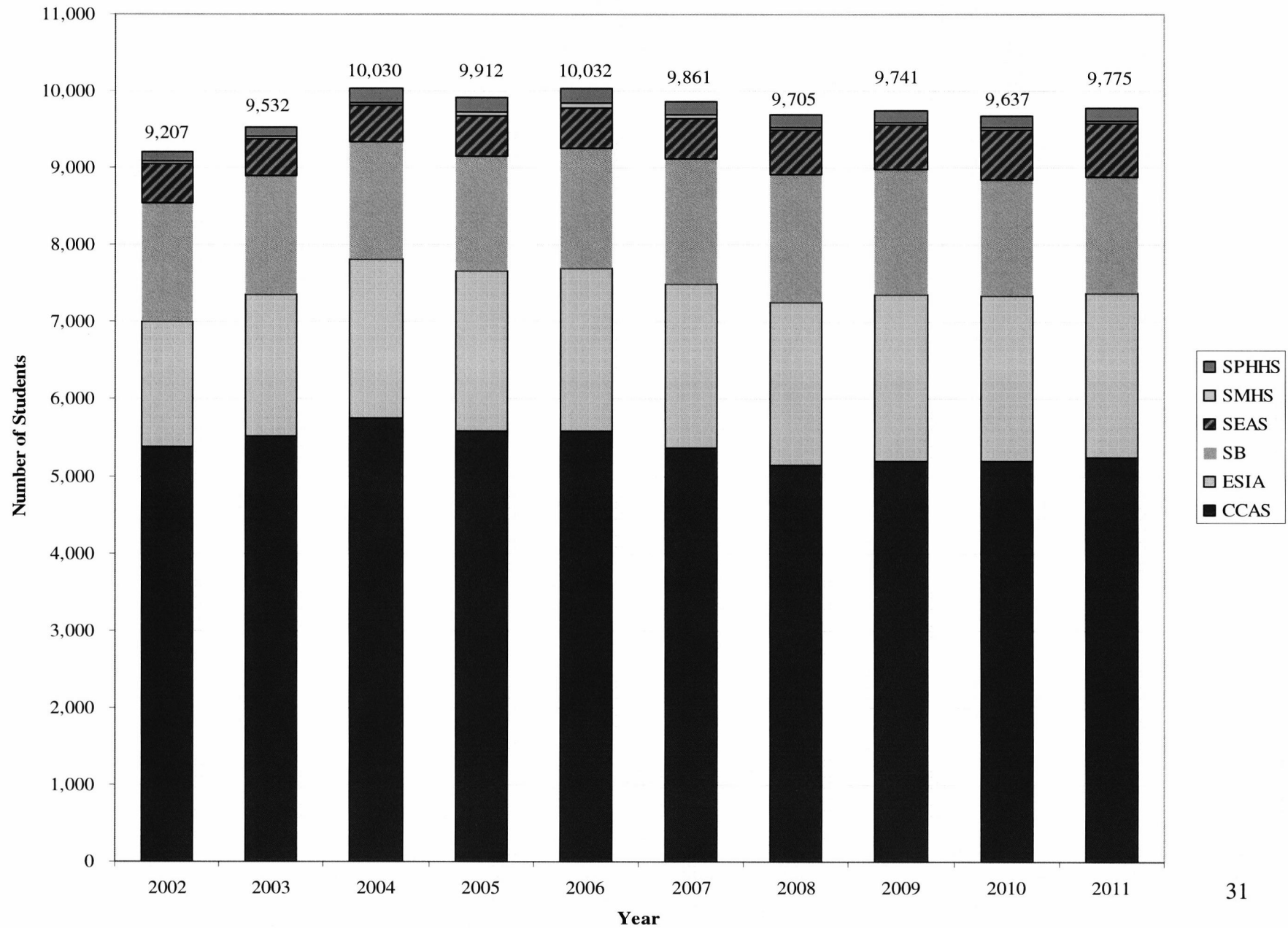




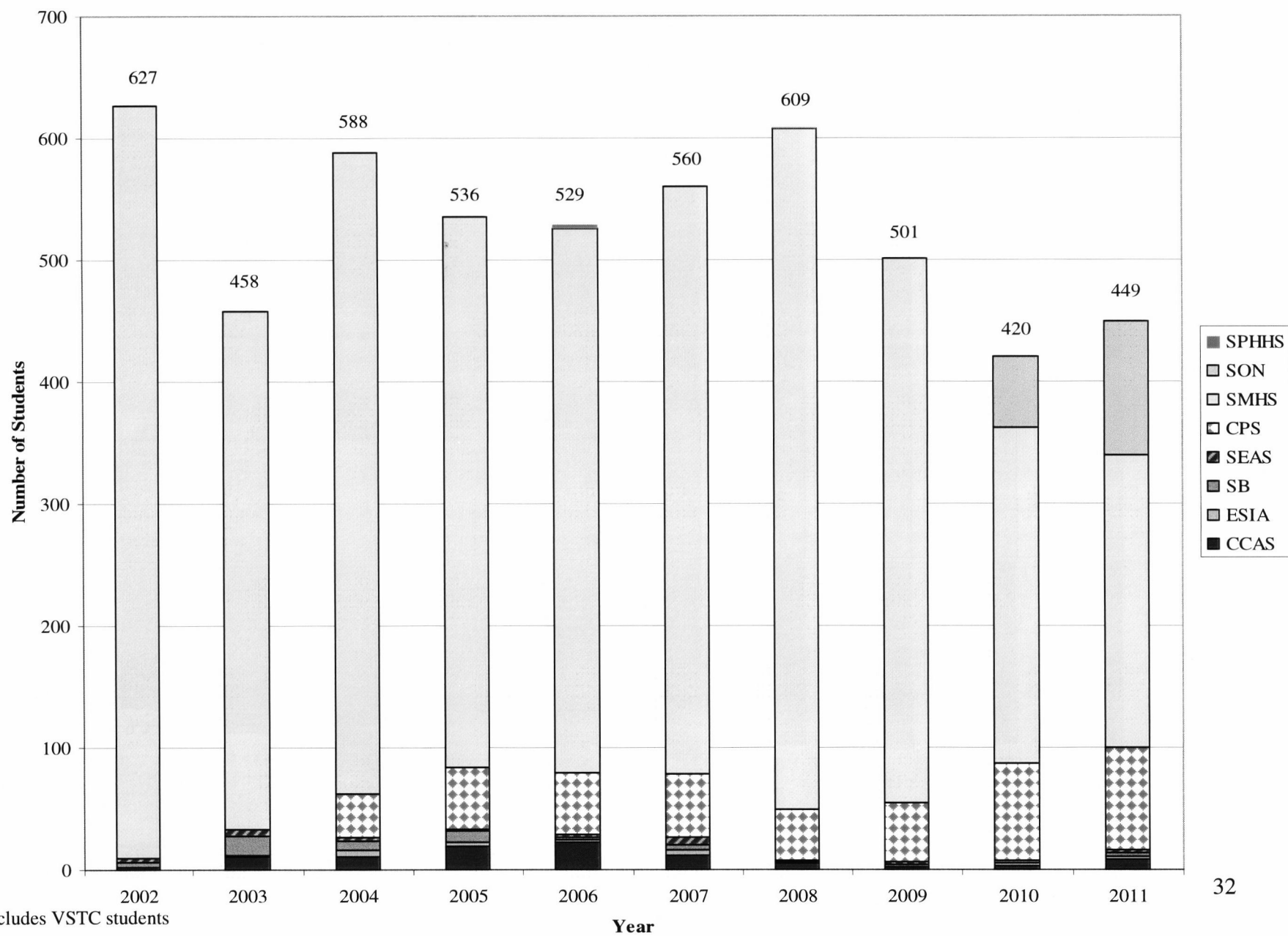
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Undergraduate Degree Programs: Enrollment Trends

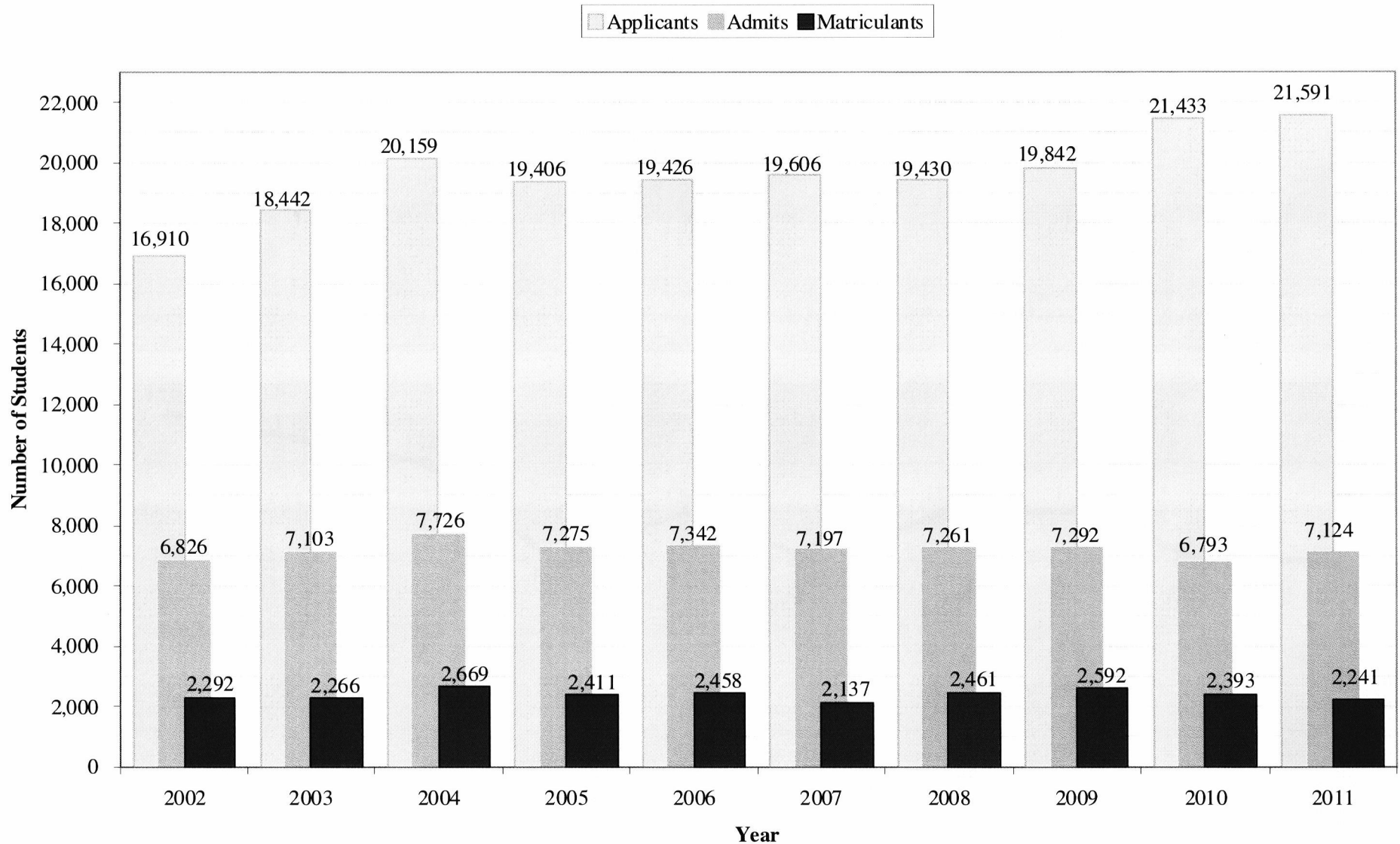
Total Fall On-Campus Undergraduate Enrollment



Total Fall Off-Campus* Undergraduate Enrollment

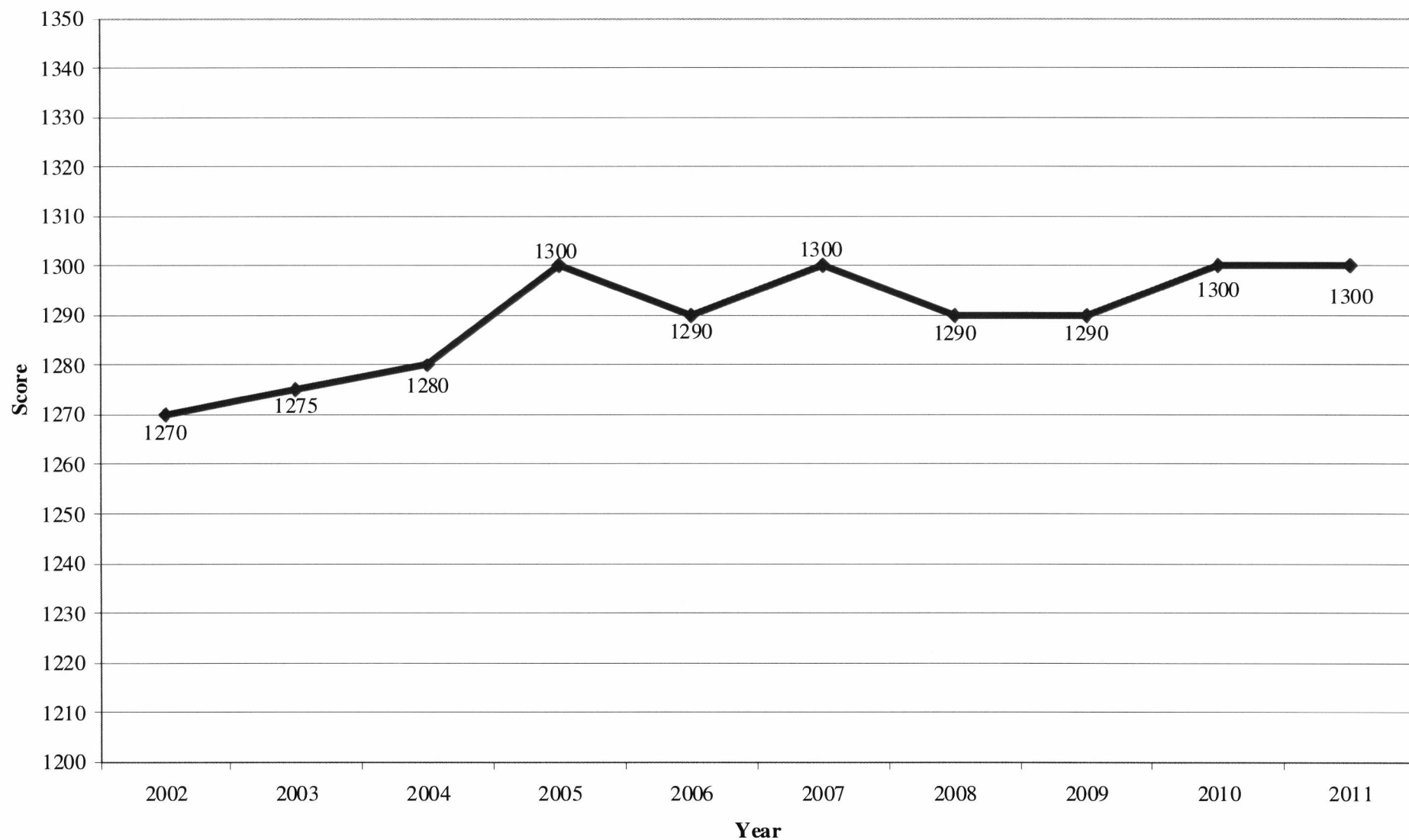


Numbers of and Rates for Freshmen Applicants, Admits, and Matriculants

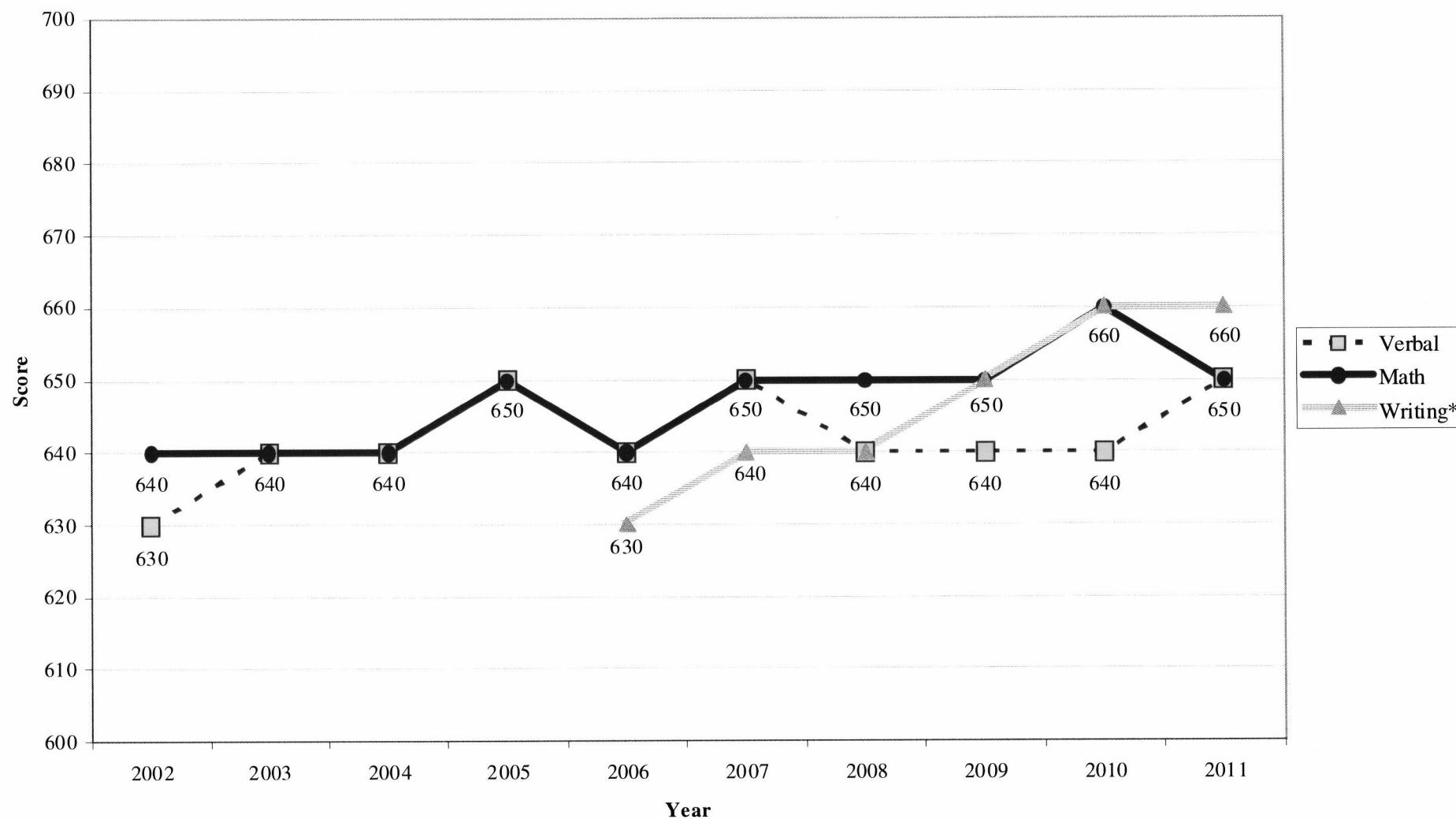


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Acceptance Rate	40.4%	38.5%	38.3%	37.5%	37.8%	36.7%	37.4%	36.8%	31.7%	33.0%
Yield Rate	33.6%	31.9%	34.5%	33.1%	33.5%	29.7%	33.9%	35.5%	35.2%	31.5%

Combined Median SAT Math and Verbal Scores of Freshmen Matriculants

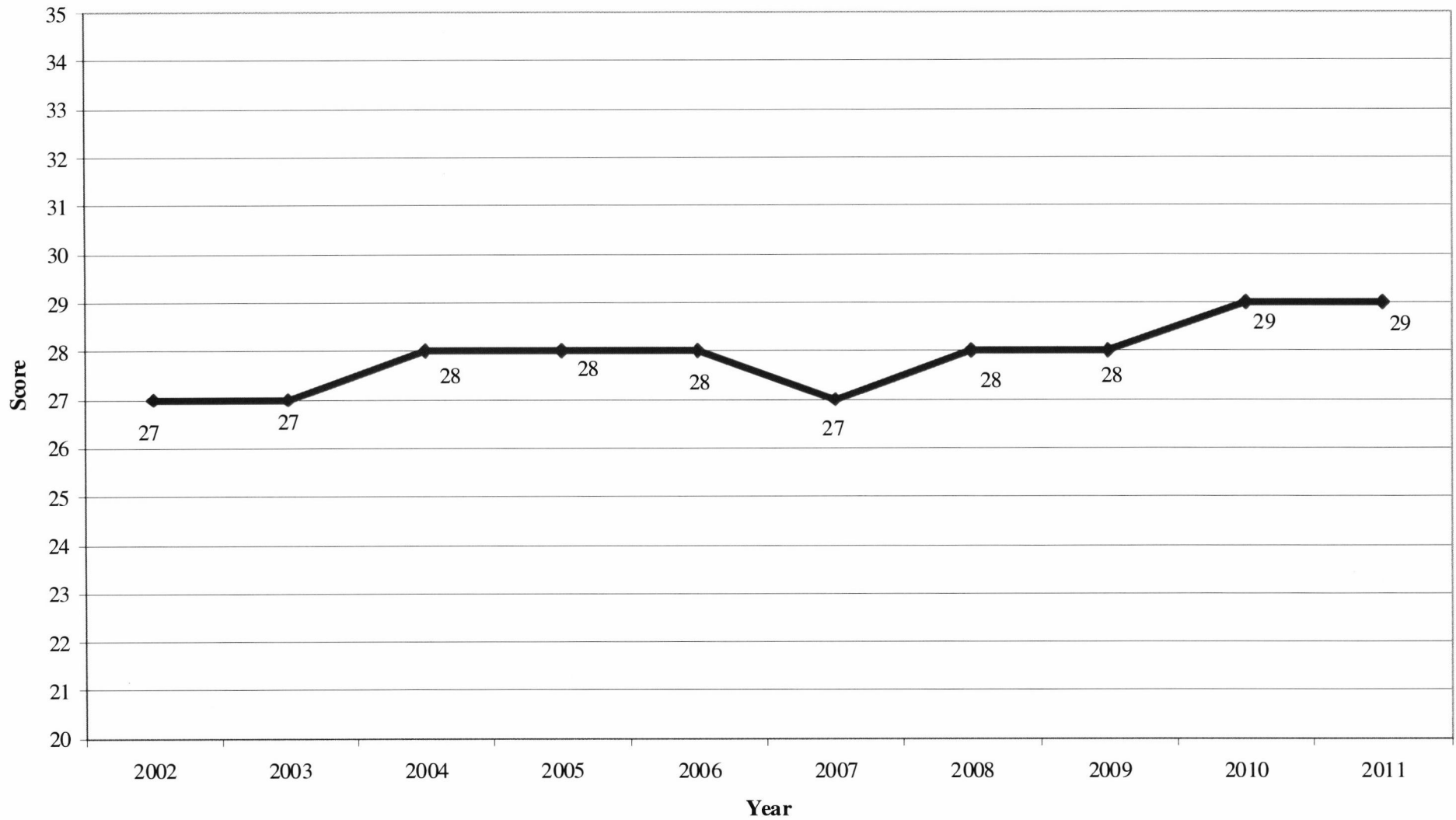


Median SAT Math, Verbal, and Writing* Scores of Freshmen Marticultants



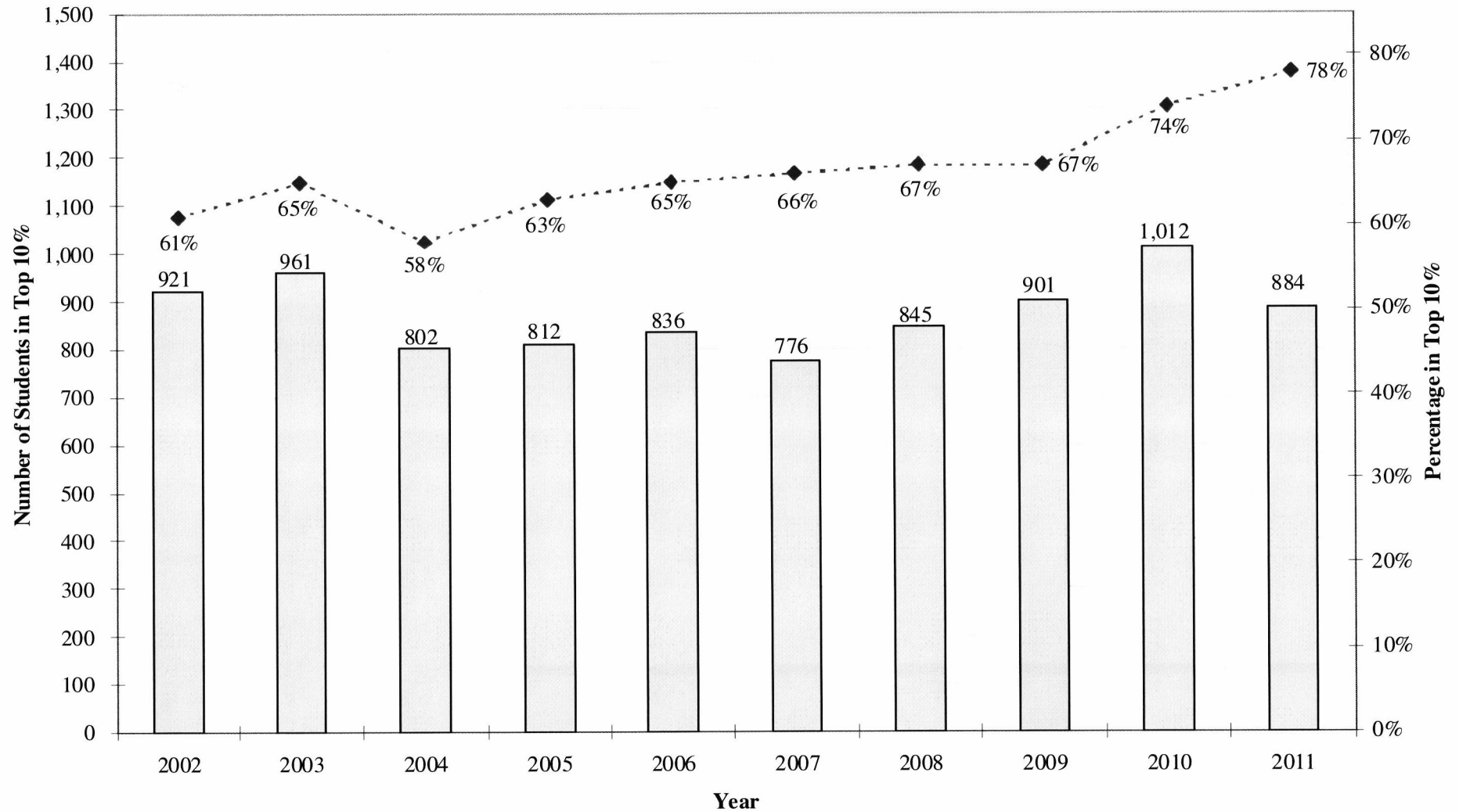
*Writing scores were not available before 2006.

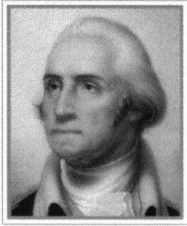
Median ACT Scores* of Freshmen Matriculants



*ACT scores range between 1 and 36. A score of 29 is equivalent to a combined SAT Math and Verbal score of 1300.

Number and Percentage of Matriculated Freshmen in Top 10% of High School Graduating Class

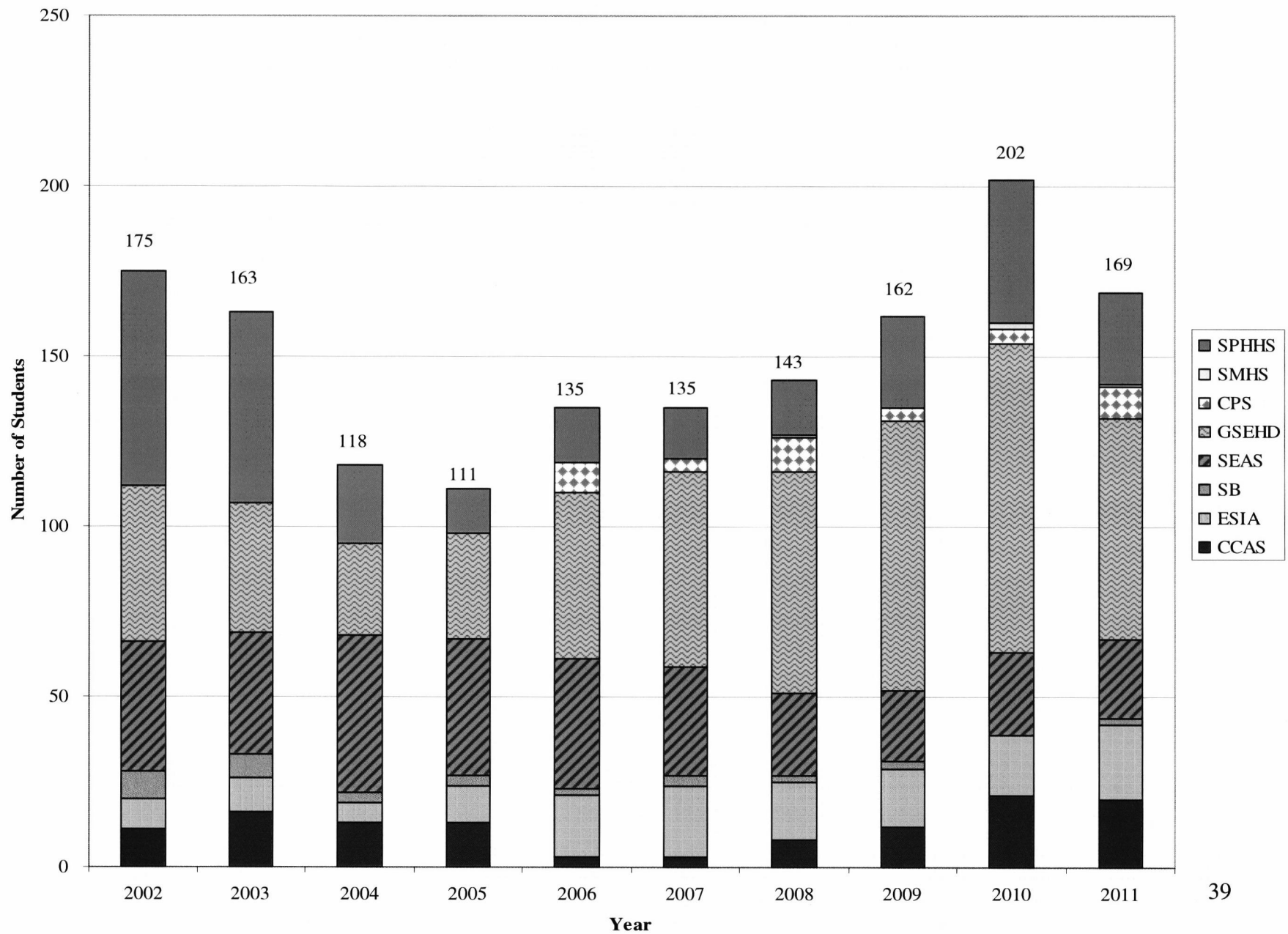




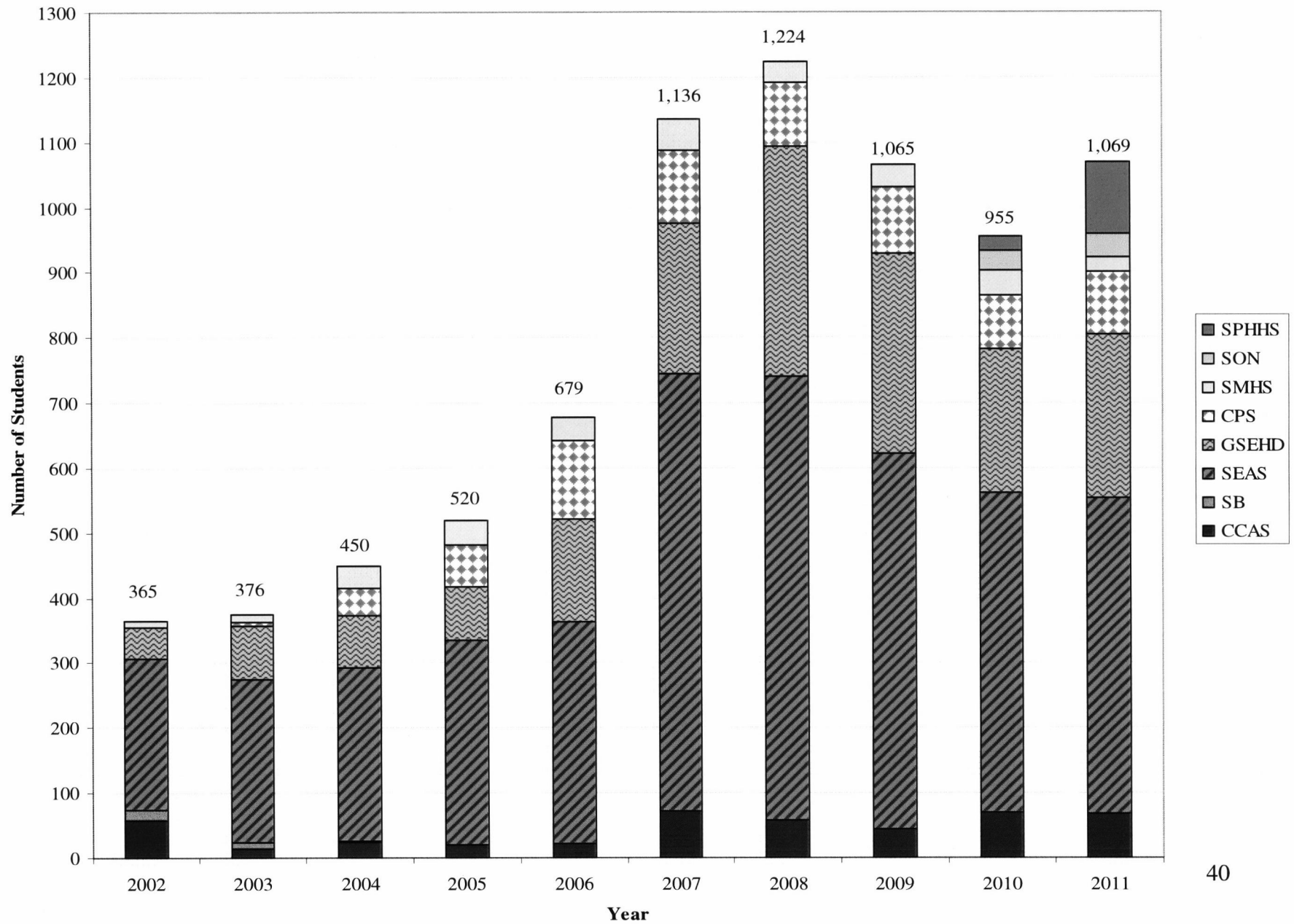
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Graduate Certificate and Master's Degree Programs: Enrollment Trends

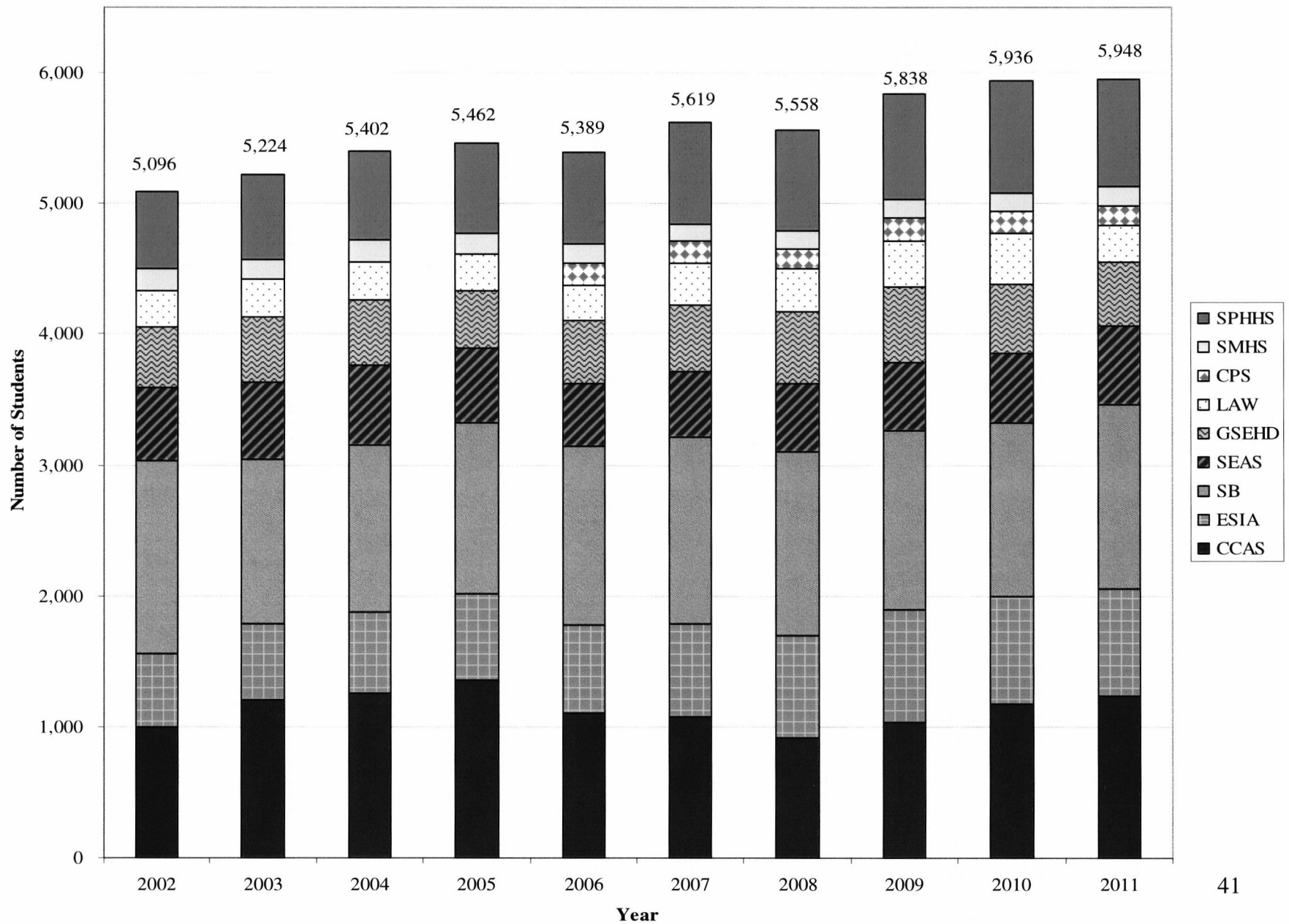
Total Fall On-Campus Graduate Certificate Enrollment



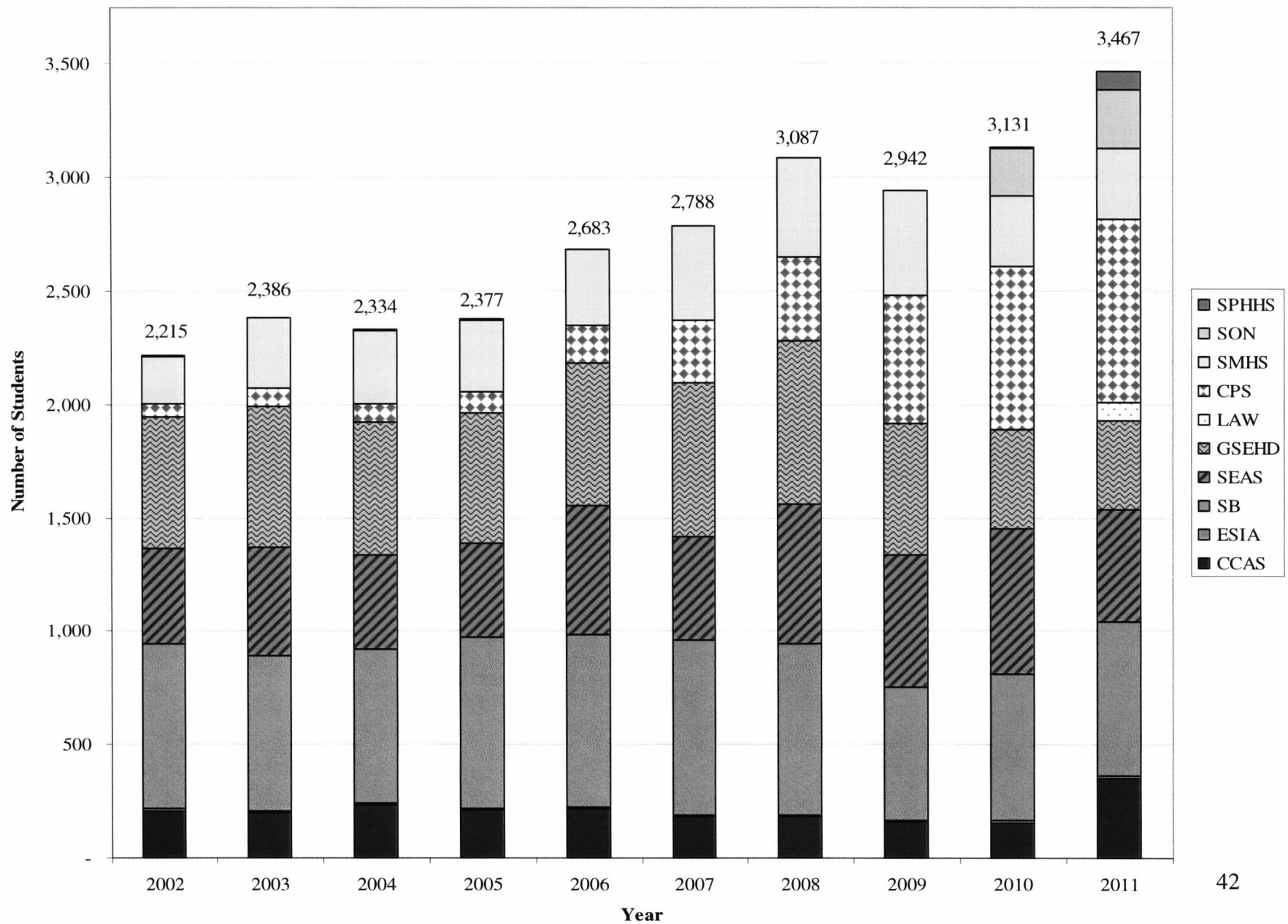
Total Fall Off-Campus Graduate Certificate Enrollment



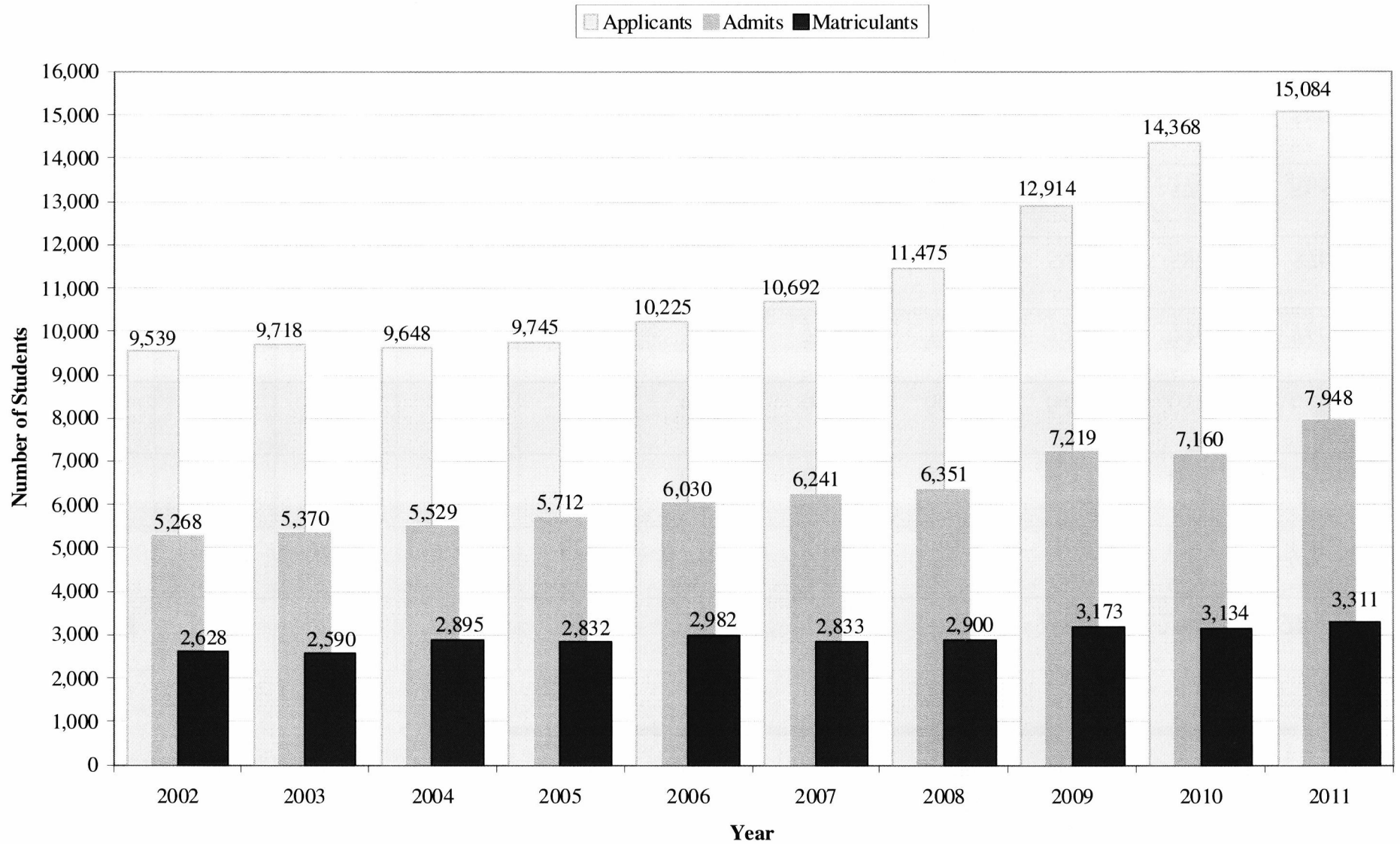
Total Fall On-Campus Master's Degree Enrollment



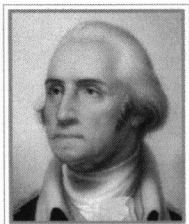
Total Fall Off-Campus Master's Degree Enrollment



Numbers of and Rates for Master's Degree Applicants, Admits, and Matriculants



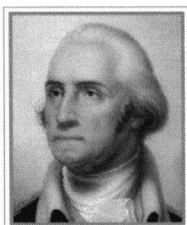
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Acceptance Rate	55.2%	55.3%	57.3%	58.6%	59.0%	58.4%	55.3%	55.9%	49.8%	52.7%
Yield Rate	49.9%	48.2%	52.4%	49.6%	49.5%	45.4%	45.7%	44.0%	43.8%	41.7%



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Median GRE Quantitative Scores of Matriculants in Master's Degree Programs

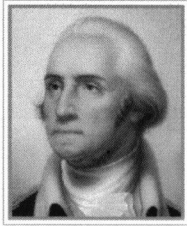
School	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
CCAS	610	620	630	620	630	640	630	640	650	640
ESIA	660	680	680	660	680	680	680	670	680	660
SB	600	595	610	610	640	660	660	640	680	660
SEAS	730	740	720	730	720	725	710	730	730	760
GSEHD	550	570	580	575	550	600	600	590	580	570
CPS	N/A	N/A	N/A	N/A	610	620	610	595	570	565
SMHS	610	600	605	620	620	630	640	650	640	580
SPHHS	600	600	630	620	630	620	610	635	620	620



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Median GRE Verbal Scores of Matriculants in Master's Degree Programs

School	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
CCAS	530	530	540	540	535	550	550	560	550	550
ESIA	580	610	620	600	610	600	590	600	610	600
SB	480	520	500	480	505	490	490	450	510	530
SEAS	480	510	480	440	430	455	360	380	410	420
GSEHD	500	470	510	500	480	510	510	510	510	510
CPS	N/A	N/A	N/A	N/A	515	540	520	530	520	480
SMHS	490	480	490	510	470	530	510	515	510	510
SPHHS	505	520	530	510	500	520	490	510	520	510



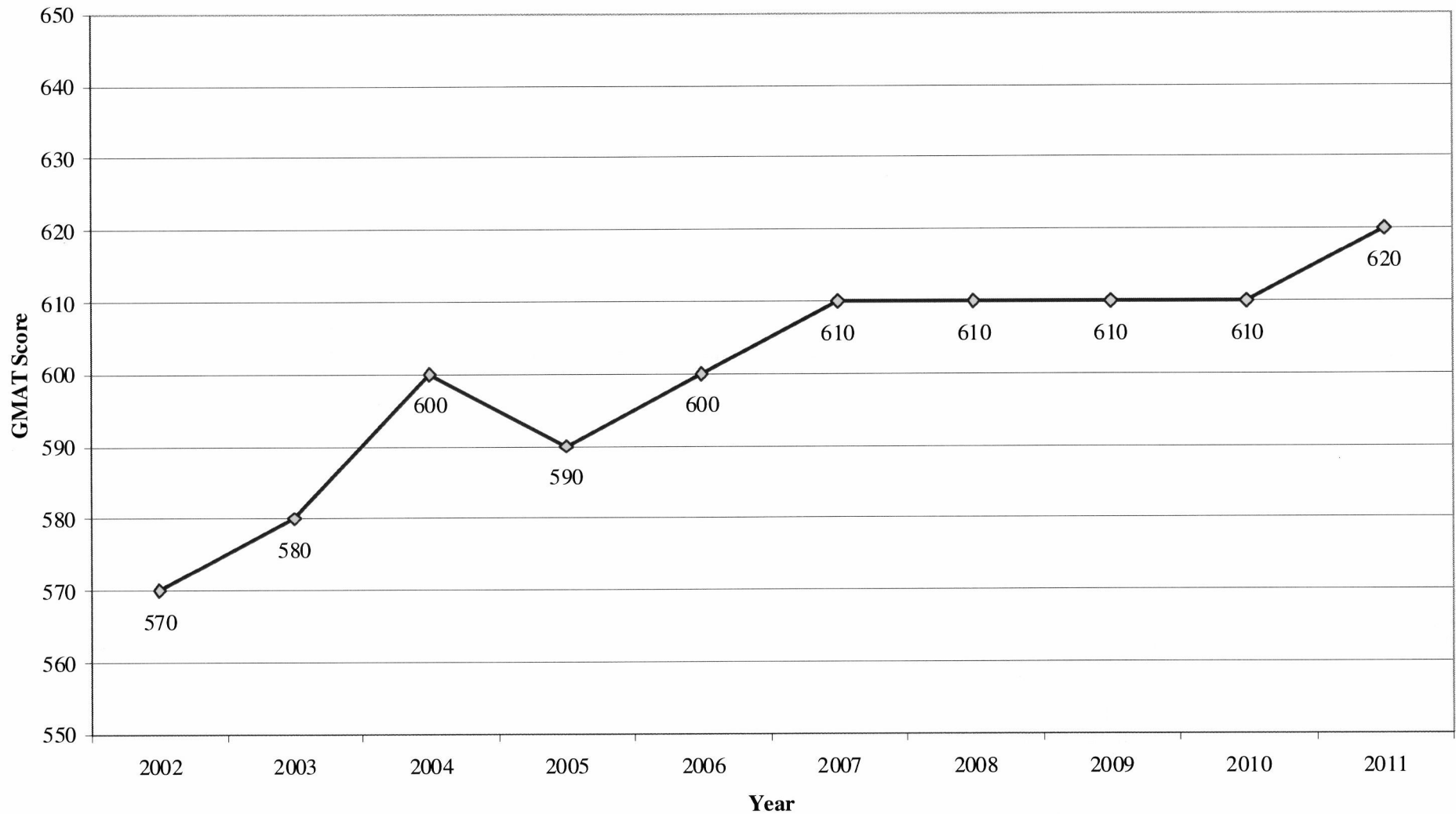
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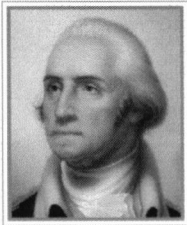
Median GRE Writing Scores* of Matriculants in Master's Degree Programs

School	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
CCAS	4.5	5.0	5.0	5.0	5.0	4.5	4.5	4.5	4.5	4.0
ESIA	4.8	5.0	5.5	5.0	5.0	5.0	5.0	4.5	4.5	4.5
SB	4.3	5.0	4.5	4.5	4.5	4.0	4.0	4.0	4.0	4.0
SEAS	4.0	4.0	4.0	4.0	3.7	3.5	3.5	3.5	3.0	3.0
GSEHD	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.0
CPS	N/A	N/A	N/A	N/A	5.0	4.5	4.5	4.5	4.5	4.3
SMHS	N/A	4.0	4.5	4.0	4.5	4.5	4.5	4.5	4.5	4.0
SPHHS	5.0	5.0	4.5	5.0	4.5	4.5	4.5	4.5	4.5	4.5

*Scores range between 0 and 6.

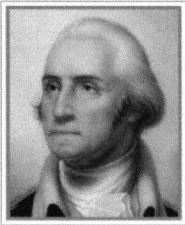
Median GMAT Scores of Matriculants Enrolled in School of Business Master's Degree Program





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Doctoral Degree Programs: Enrollment Trends



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Types of Active Doctoral Degrees

Ph.D. – Doctor of Philosophy

Ed.D. – Doctor of Education

S.J.D. – Doctor of Juridical Science

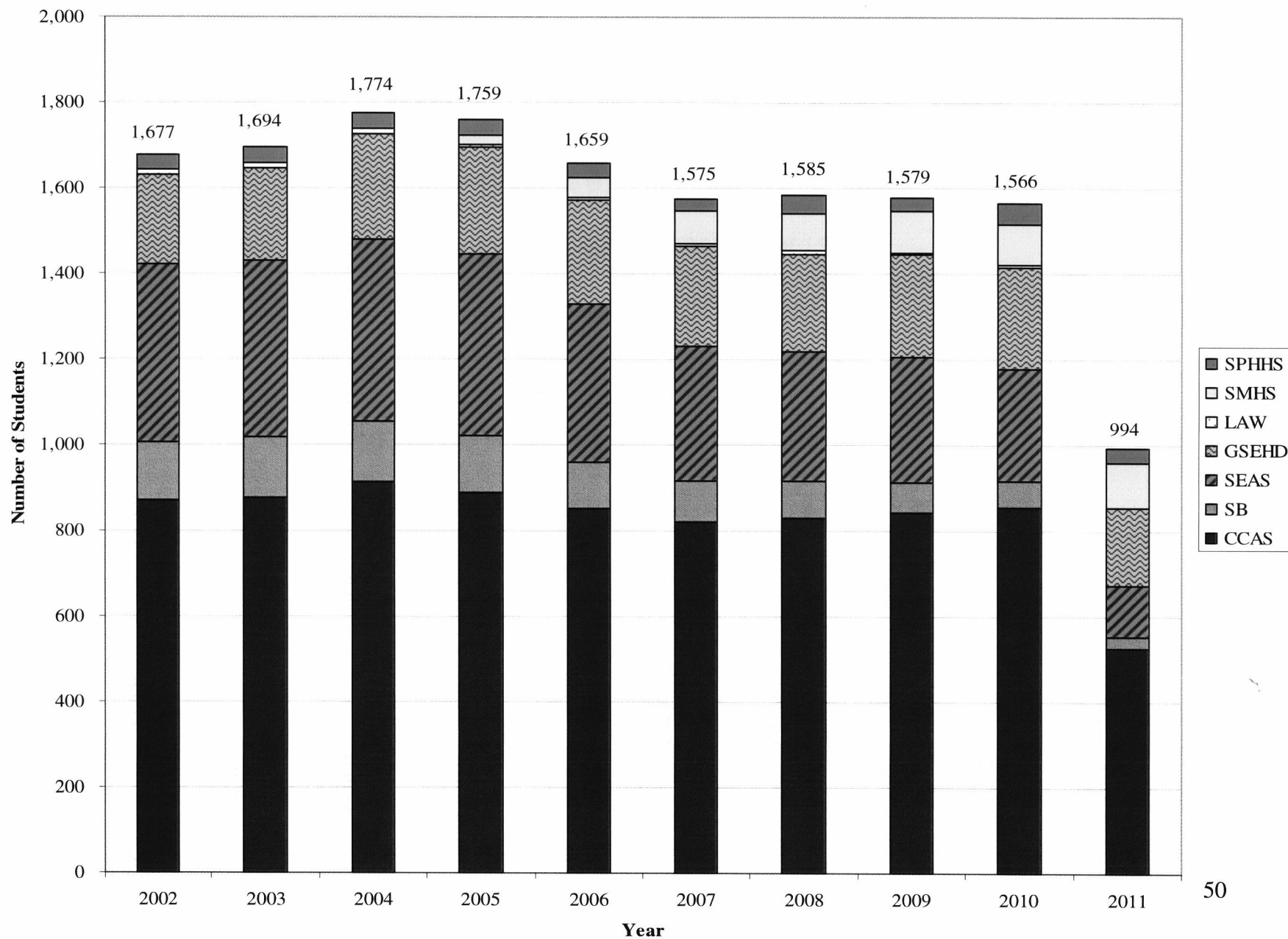
Psy.D. – Doctor of Psychology

D.P.H. – Doctor of Public Health

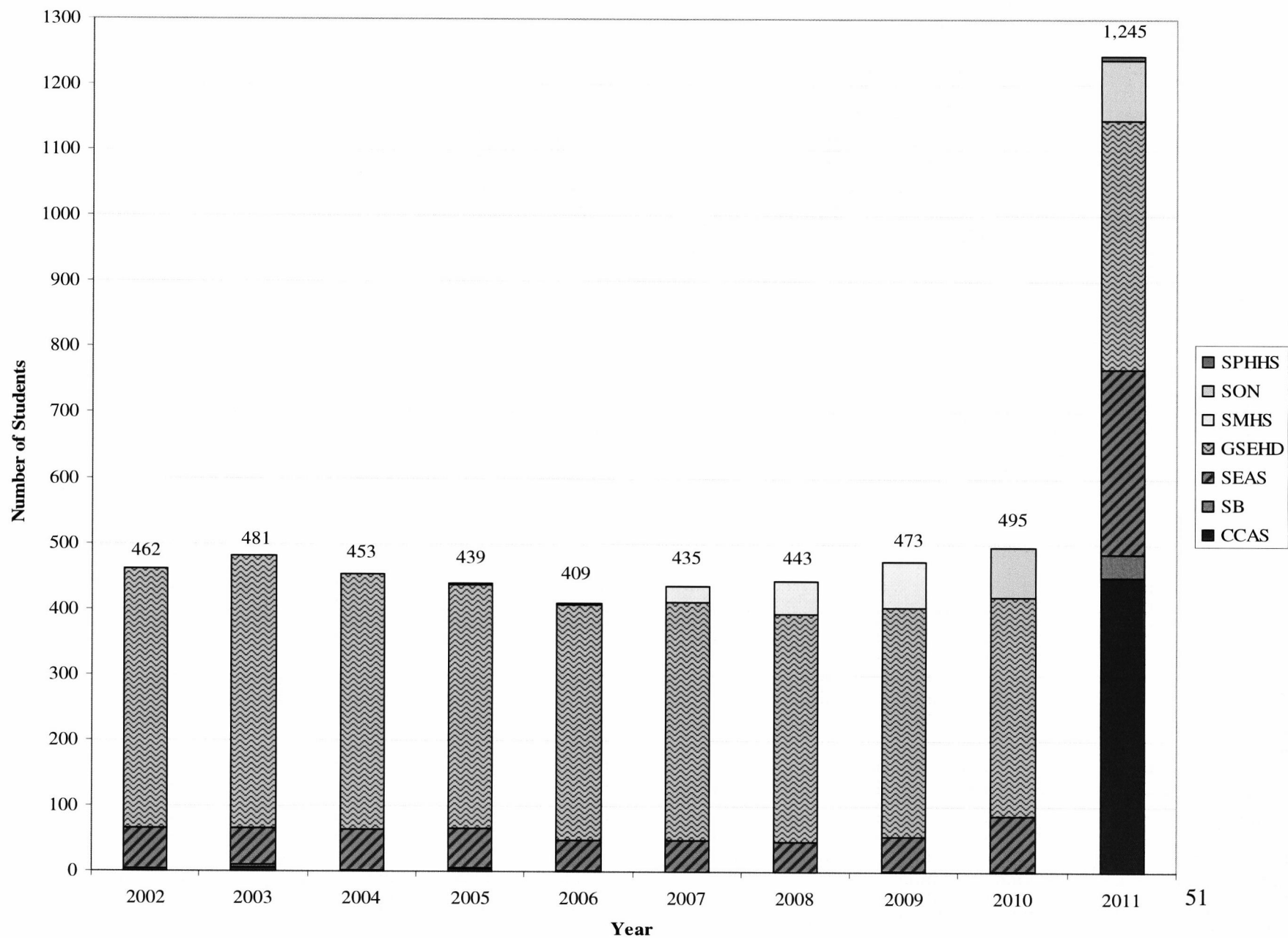
D.P.T. – Doctor of Physical Therapy

D.N.P. – Doctor of Nursing Practice

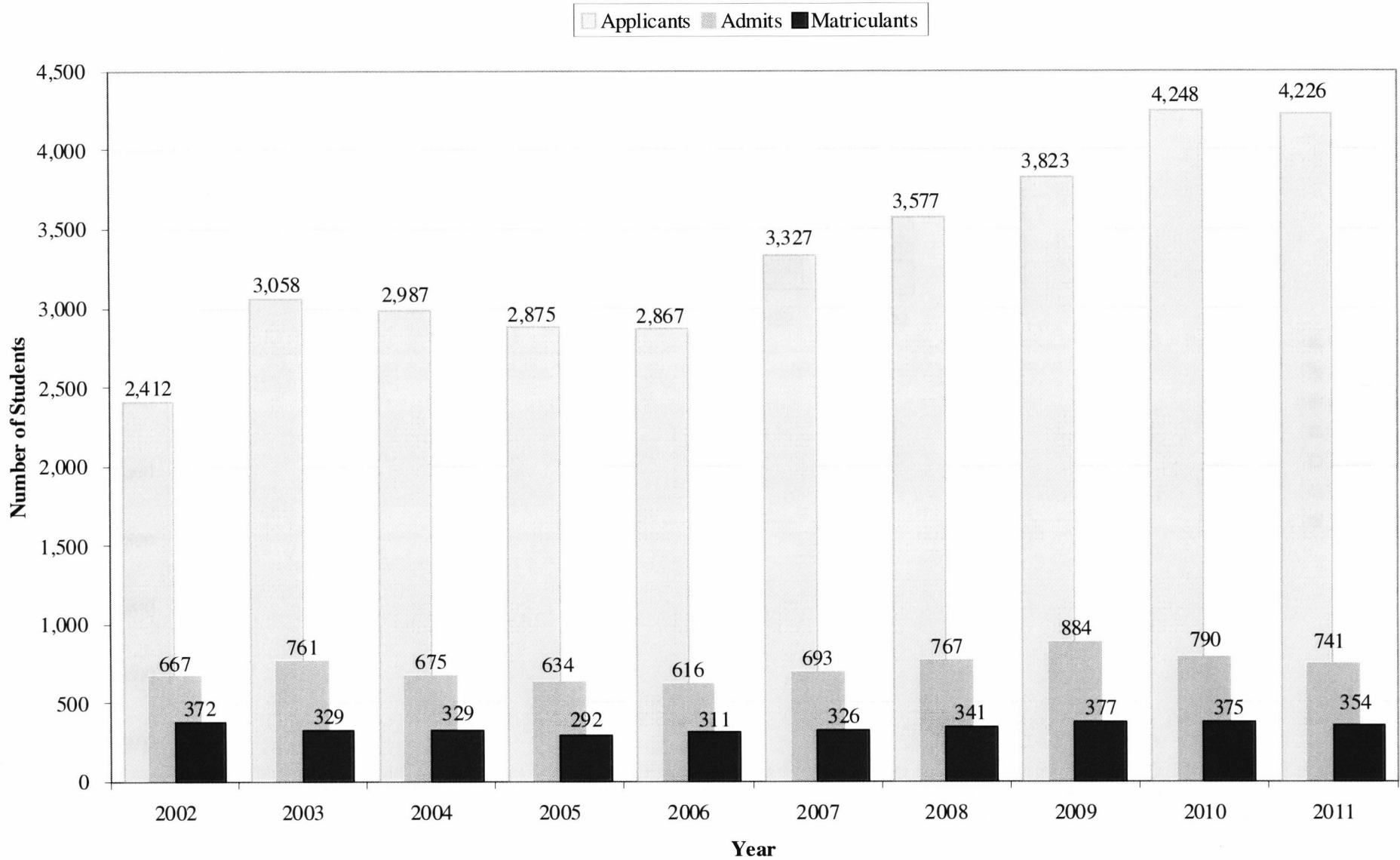
Total Fall On-Campus Doctoral Degree Enrollment



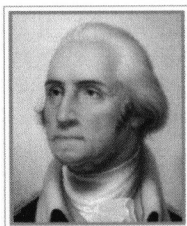
Total Fall Off-Campus Doctoral Degree Enrollment



Numbers of and Rates for Doctoral Degree Applicants, Admits, and Matriculants



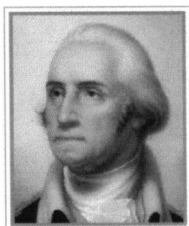
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Acceptance Rate	27.7%	24.9%	22.6%	22.1%	21.5%	20.8%	21.4%	23.1%	18.6%	17.5%
Yield Rate	55.8%	43.2%	48.7%	46.1%	50.5%	47.0%	44.5%	42.6%	47.5%	47.5%



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Median GRE Quantitative Scores of Matriculants in Doctoral Degree Programs

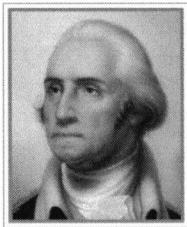
School	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
CCAS	650	670	685	680	690	710	690	710	710	700
SB	N/A	790	690	740	760	745	790	790	790	770
SEAS	N/A	770	775	750	770	770	770	765	775	750
GSEHD	570	575	590	615	580	570	590	610	600	620
SMHS	N/A	N/A	N/A	585	630	660	660	660	670	660
SPHHS	630	560	575	580	620	N/A	620	N/A	605	N/A



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Median GRE Verbal Scores of Matriculants in Doctoral Degree Programs

School	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
CCAS	560	585	580	570	570	590	600	590	560	590
SB	N/A	620	610	540	490	500	615	655	620	510
SEAS	N/A	570	485	460	470	450	450	460	440	450
GSEHD	500	480	530	530	520	550	540	510	550	540
SMHS	N/A	N/A	N/A	425	490	480	530	490	510	520
SPHHS	615	490	580	580	495	N/A	500	N/A	540	N/A

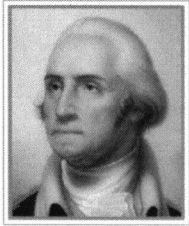


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Median GRE Writing Scores* of Matriculants in Doctoral Degree Programs

School	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
CCAS	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	4.5	4.5
SB	N/A	N/A	N/A	N/A	4.5	4.7	4.0	5.2	4.5	4.3
GSEHD	N/A	4.5	5.0	5.0	5.0	5.0	4.5	5.0	4.5	5.0
SMHS	N/A	N/A	N/A	4.2	4.5	4.5	4.5	4.2	4.5	4.0
SPHHS	N/A	4.5	4.5	5.5	5.0	N/A	4.5	N/A	4.5	N/A

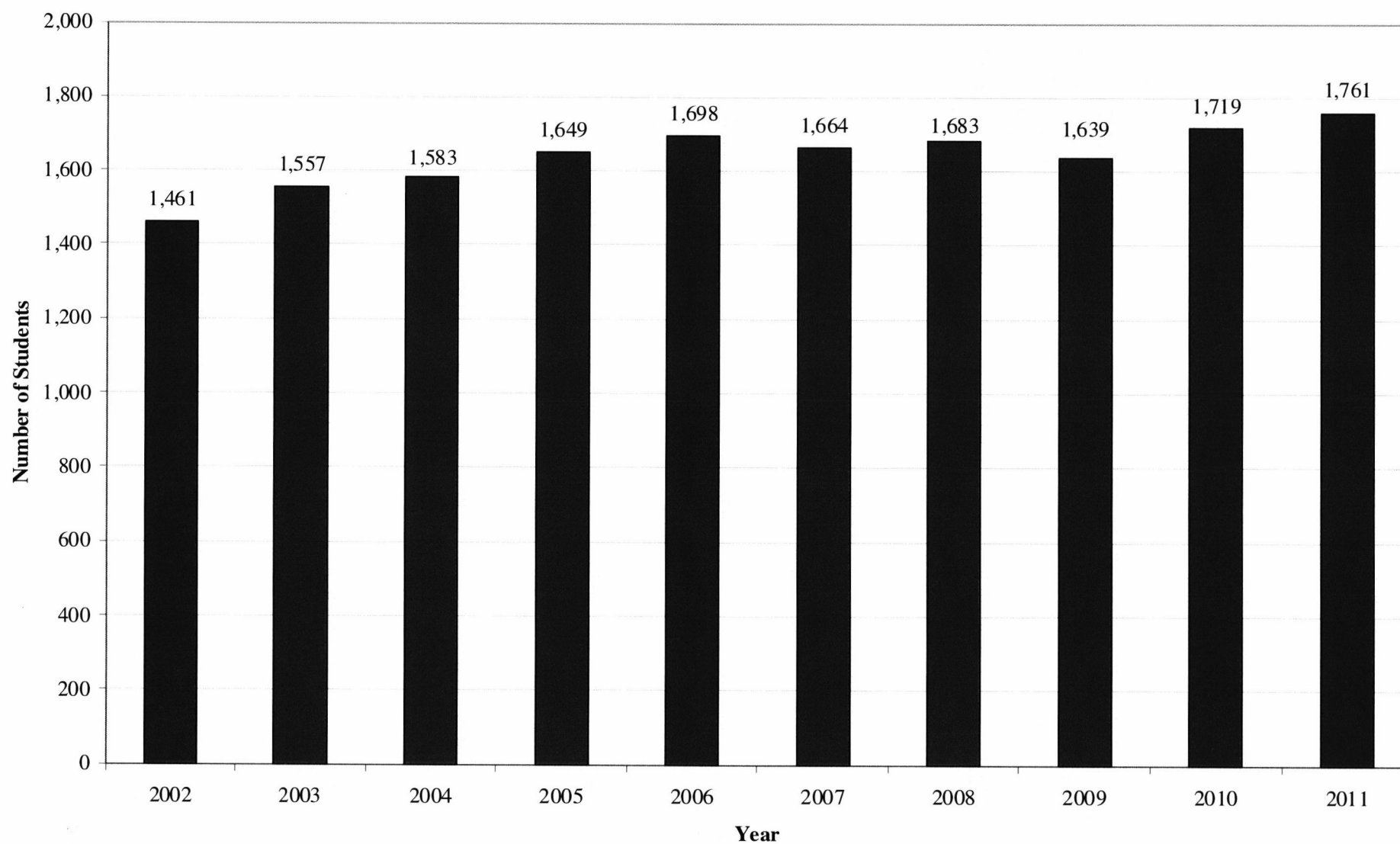
*Scores are calculated on a 0 to 6 point scale



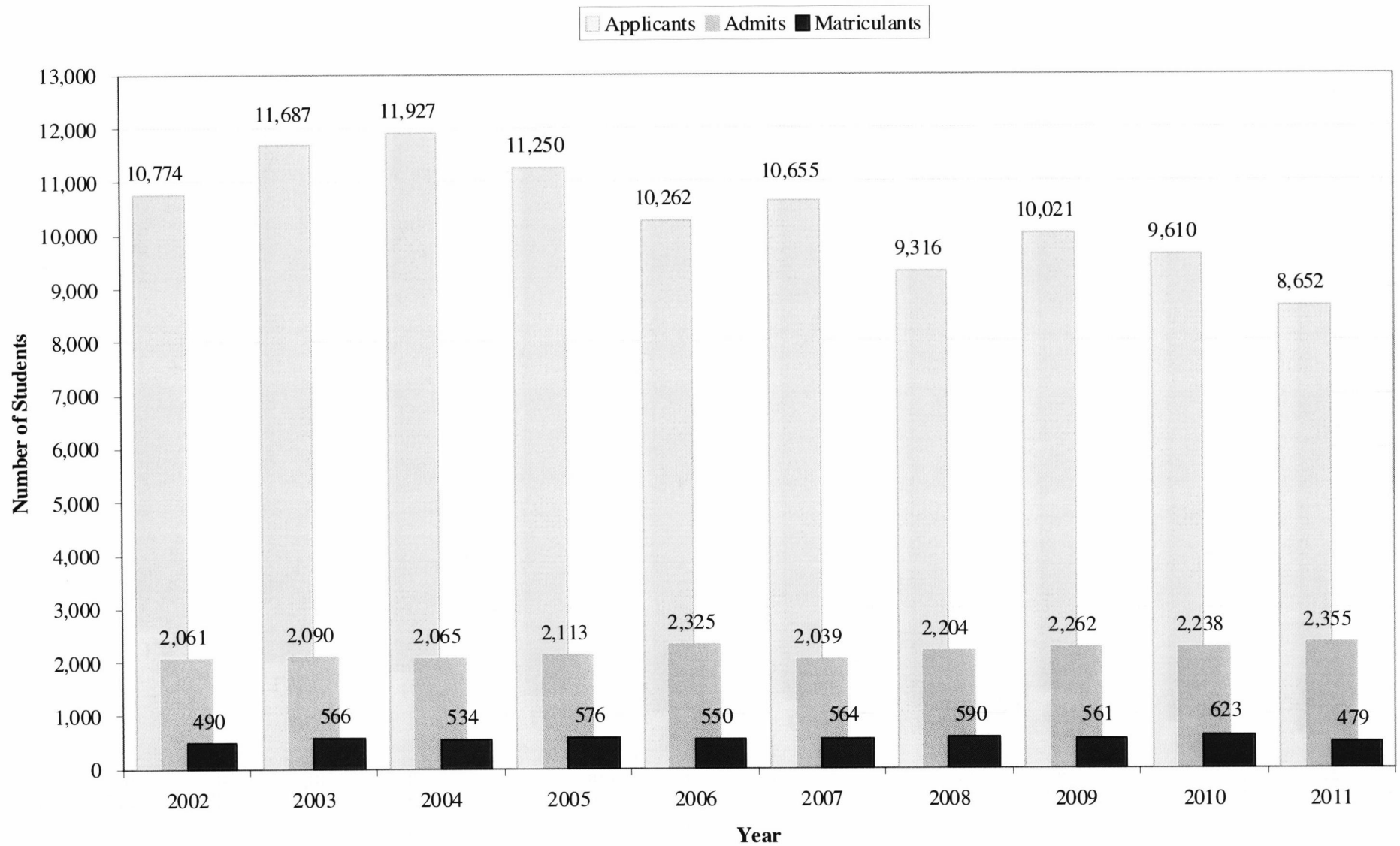
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J.D. and M.D. Graduate Degree Programs: Enrollment Trends

Total Fall Enrollment for Law-J.D. Degree Program

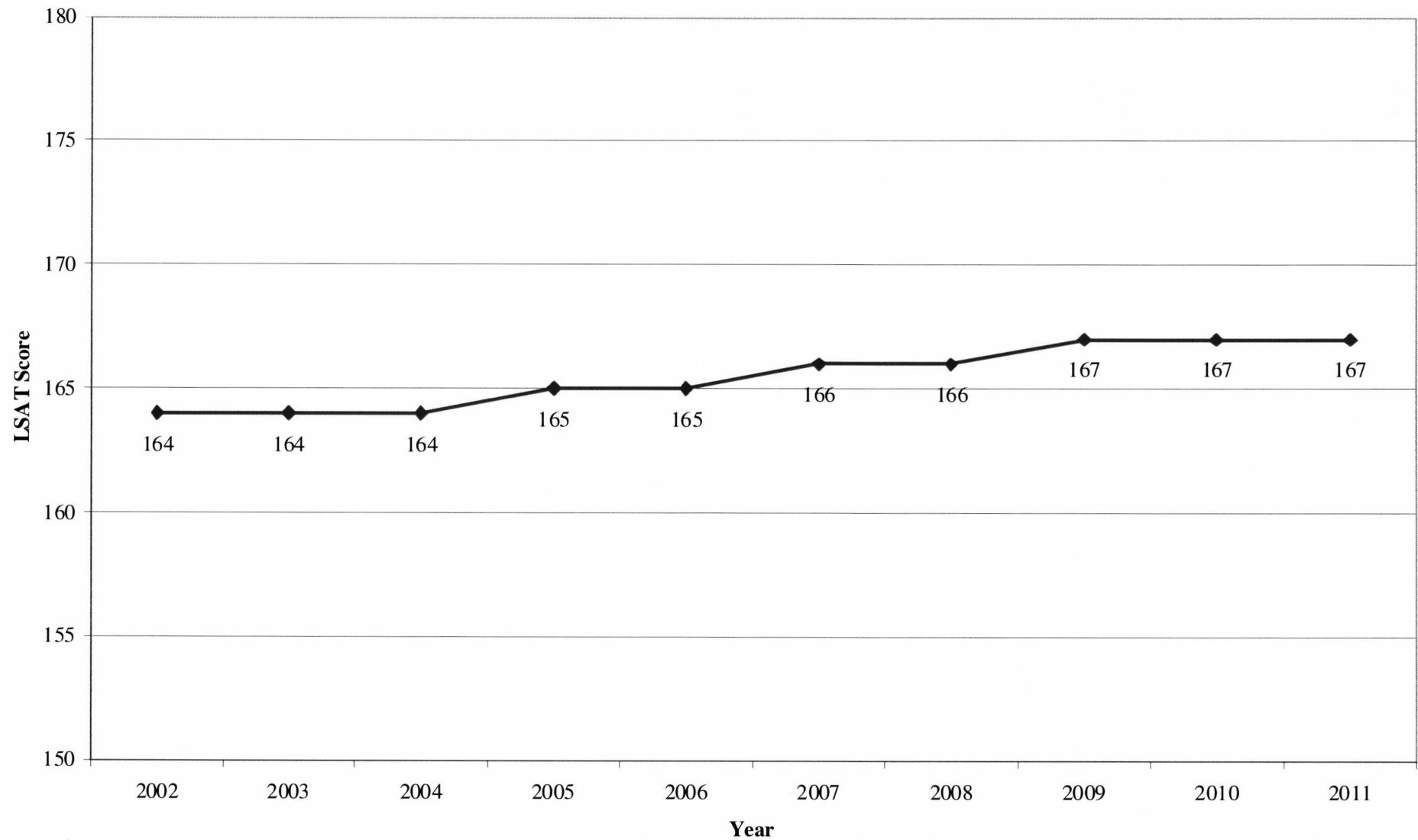


Numbers of and Rates for Law-J.D. Program Applicants, Admits, and Matriculants



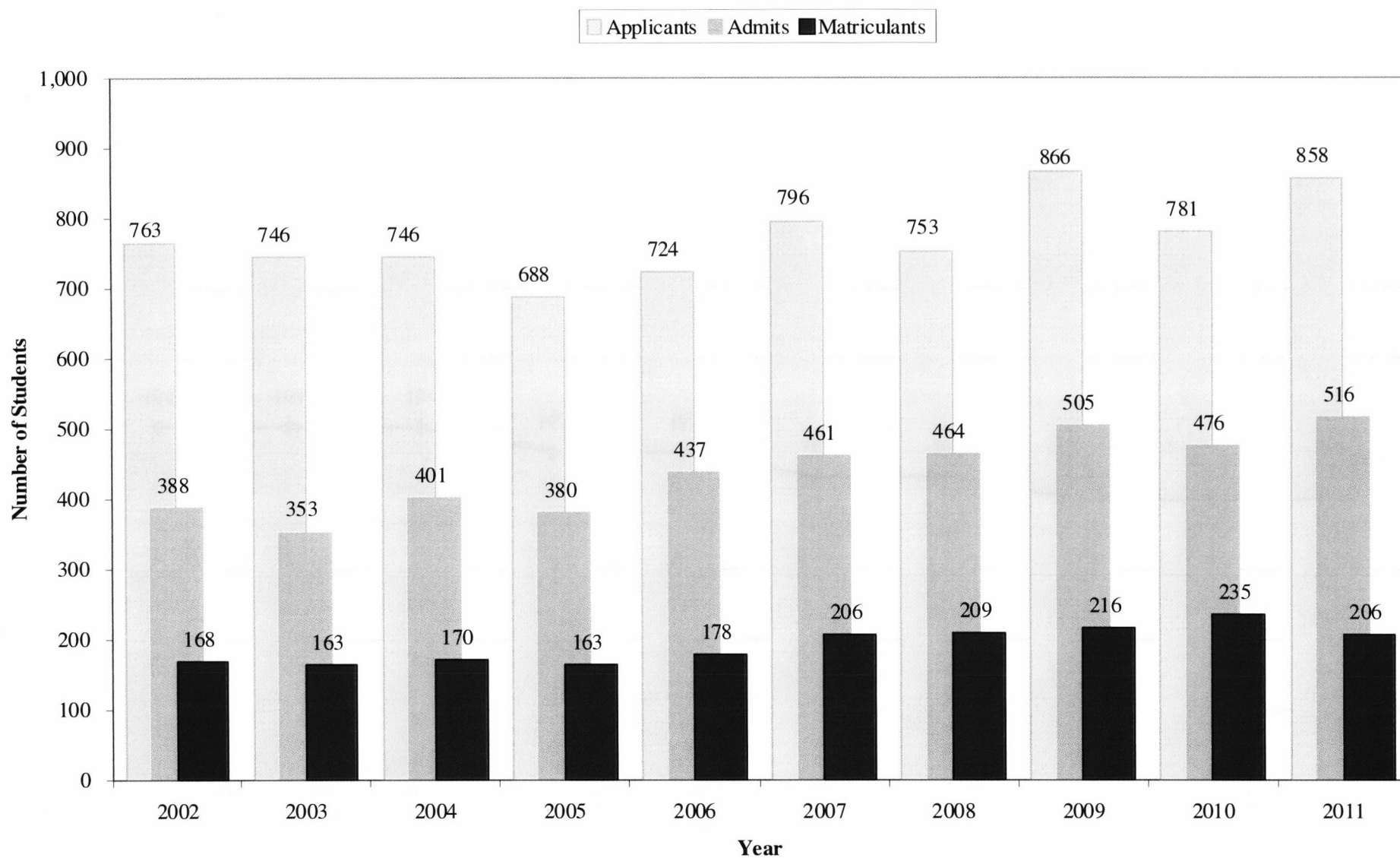
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Acceptance Rate	19.1%	17.9%	17.3%	18.8%	22.7%	19.1%	23.7%	22.6%	23.3%	27.2%
Yield Rate	23.8%	27.1%	25.9%	27.3%	23.7%	27.7%	26.8%	24.8%	27.8%	20.3%

Median LSAT Scores* of Matriculants in Law-J.D. Program



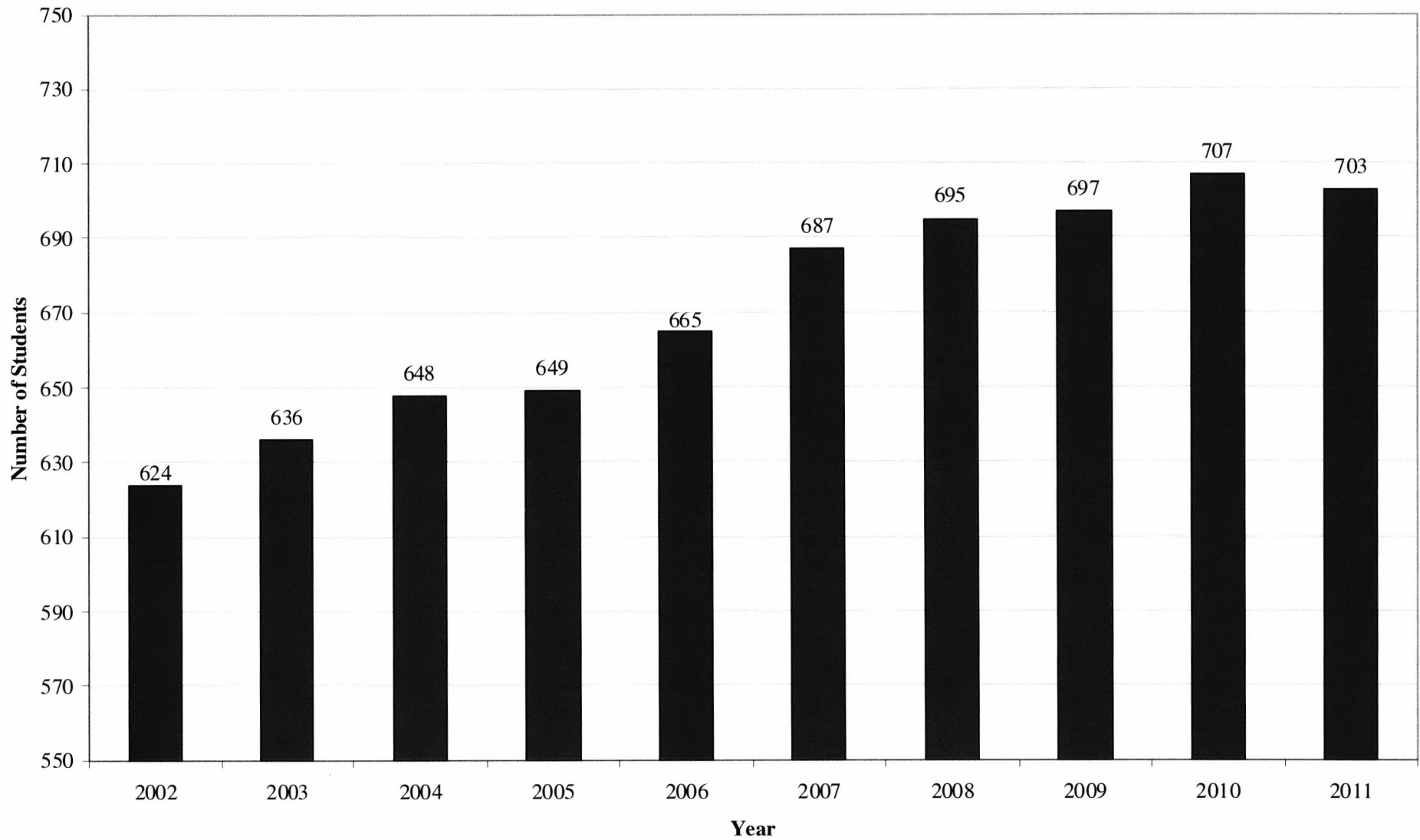
*LSAT scores range between 120 and 180. Only 15% of the test takers score above 160.

Numbers of and Rates for Law-LL.M and S.J.D. Applicants, Admits, and Matriculants

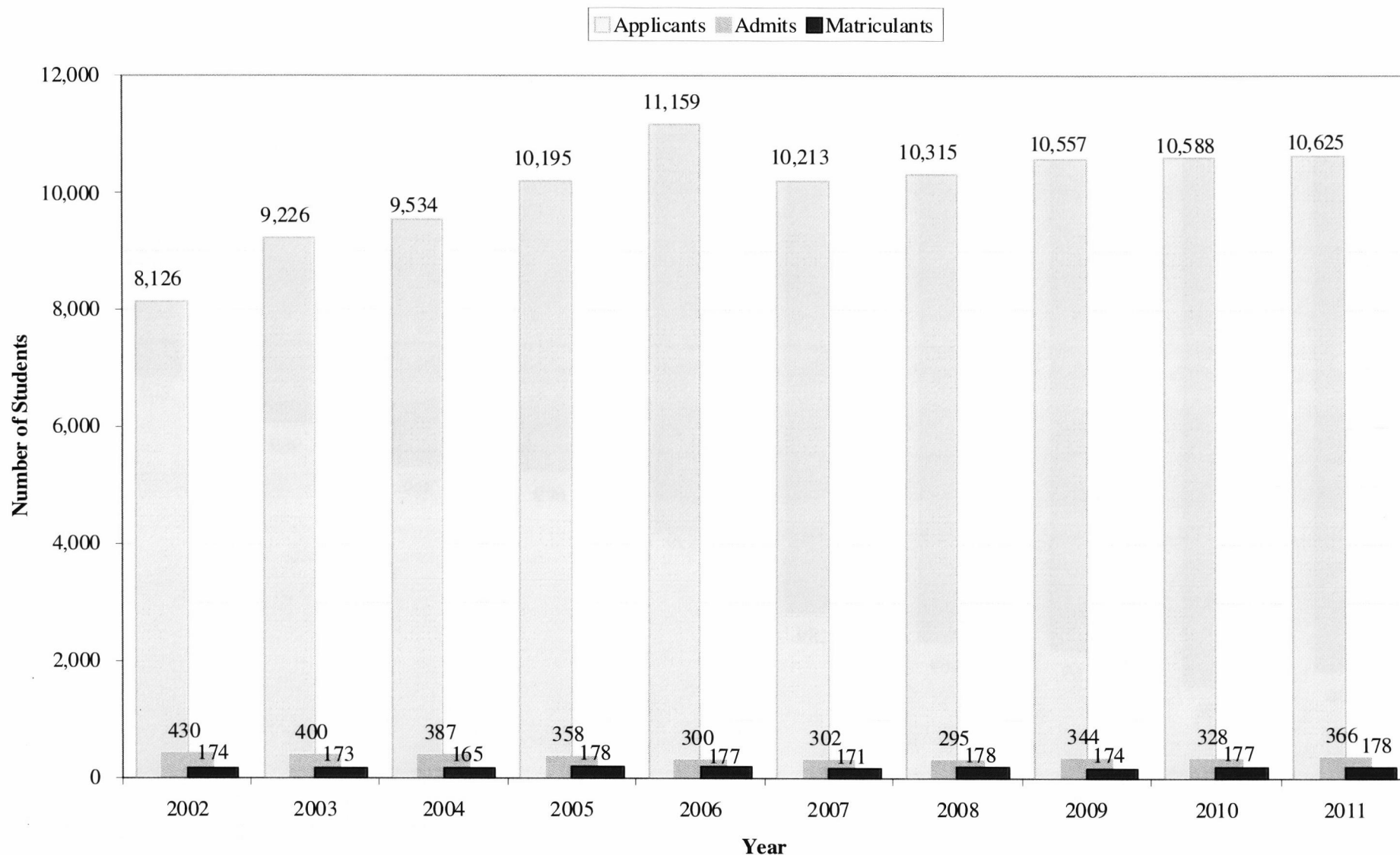


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Acceptance Rate	50.9%	47.3%	53.8%	55.2%	60.4%	57.9%	61.6%	58.3%	60.9%	60.1%
Yield Rate	43.3%	46.2%	42.4%	42.9%	40.7%	44.7%	45.0%	42.8%	49.4%	39.9%

Total Fall Enrollment for SMHS-M.D. Degree Program

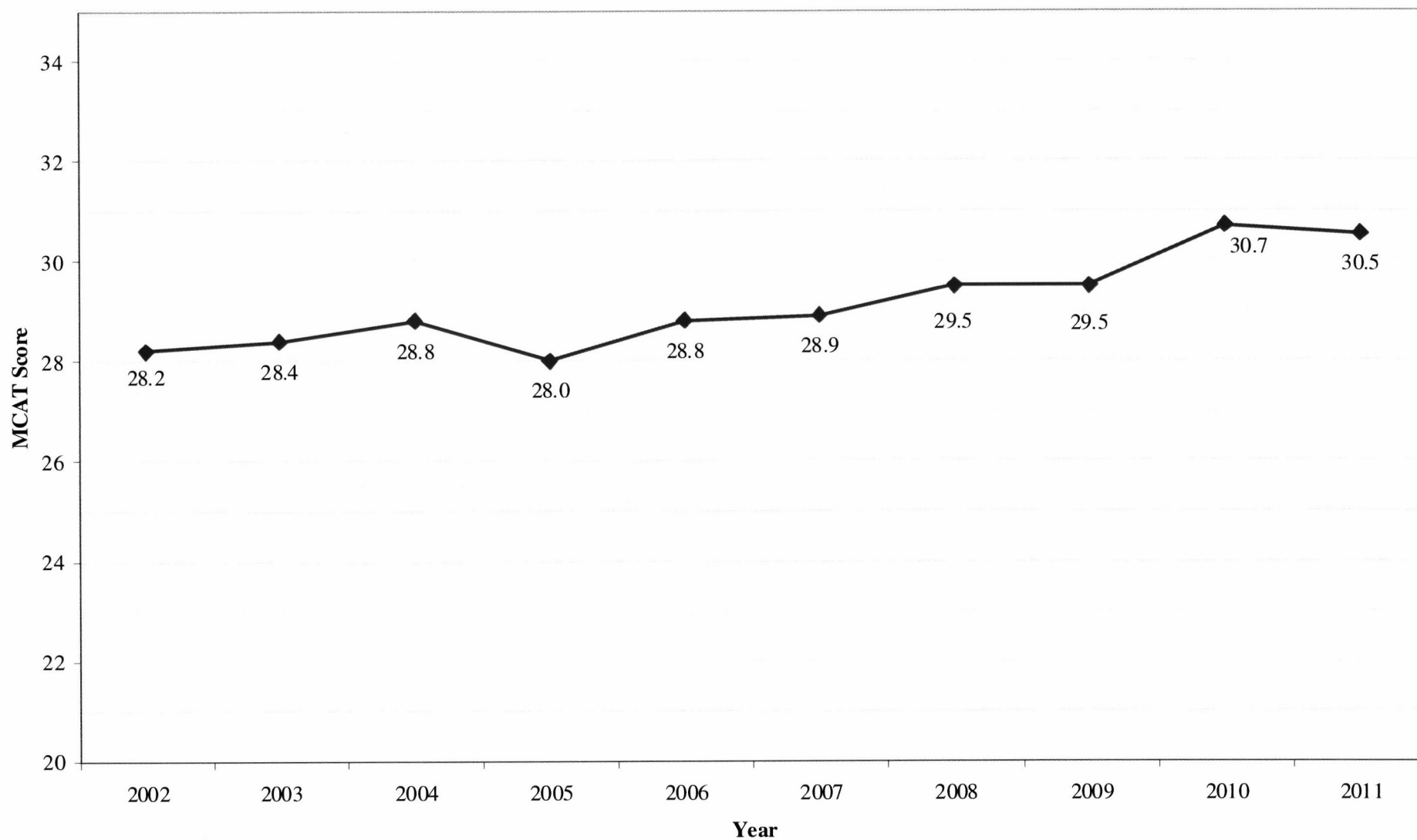


Numbers of and Rates for M.D. Program Applicants, Admits, and Matriculants



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Acceptance Rate	5.3%	4.3%	4.1%	3.5%	2.7%	2.3%	2.9%	3.3%	3.1%	3.4%
Yield Rate	40.5%	43.3%	42.6%	49.7%	59.0%	56.6%	60.3%	50.6%	54.0%	48.6%

Median MCAT Scores* of Matriculants in M.D. Program



*MCAT scores range between 3 and 45. The average test taker scores about 24.

REPORT OF THE EXECUTIVE COMMITTEE

9 March, 2012

Michael S. Castleberry, Chair

INTERIM REPORT OF THE EDUCATIONAL POLICY COMMITTEE

Professor Harrington, Chair of the Educational Policy Committee for the fall semester, submitted an Interim Report which is available today and will be included with the minutes of today's meeting. We appreciate the many interim reports on the committee work thus far this year. We will be asking Committee Chairs to make brief reports at the April and May meetings on the work of their Committees during 2011-2012.

ACTIONS OF THE EXECUTIVE COMMITTEE

Reports

Athletics Director Patrick Nero has agreed to make a presentation to the Senate at its April 13th meeting concerning the Athletics Strategic Plan.

We have requested, pending the approval of the new Executive Committee, a report from Associate Provost for International Programs Donna Scarboro at the May meeting. You will remember that there was a year-long study of international programs by a Committee of more than thirty faculty, students, administrators, with active participation by many of the deans. That Committee was drafting a final report as the Board of Trustees was drafting a strategic plan request to the administration. At this time, it appears that much of the work of that Committee will be subsumed into the Strategic Plan work. The work of the original Committee, however, was both important and timely and we have requested that Professor Scarboro share that work with the Senate.

Provost Lerman has indicated that he wants to report periodically on the progress of the Strategic Plan process, so updates will be scheduled at his request.

Vice Provost Dianne Martin has informed us of the proposed Conflict of Interest Policy which is being distributed to PEA and the Executive Committee next week. The review of the proposed policy is impacted by an implementation date of 8/24/2012 by NIH. The two Committees will determine how to best expedite the review process.

The University Libraries Committee now has a proposed membership list. We will seek confirmation of the membership so that this important committee can begin work.

Committee Service Forms

These forms were distributed electronically last week. Committee service plays a crucial role in the Senate's contribution to shared governance, and the willingness of colleagues to volunteer for service is much appreciated. I hope members of the Senate will continue to volunteer and encourage faculty colleagues to do so as well. Please note that, with the exception of the Dispute Resolution Committee, tenure is NOT required for Committee service.

Annual Reports of Senate Standing Committee

As the April 13th meeting is the last meeting of the 2011-12 Senate Session, Chairs of Senate Committee are reminded to submit Annual Reports concerning Committee work during the session.

Personnel Matters

The grievance in the School of Public Health and Health Services previously reported is in process; there are no administrative non-concurrences to report at this time. Professor Darr, Chair of the Dispute Resolution Committee, has informed the Executive Committee that there is a need to name alternate members to the committee. We will address this at the next meeting of the Executive Committee.

Next Meeting of the Executive Committee

The next meeting of the Executive Committee is scheduled for March 23, 2012. Please submit resolutions, reports and any other matters for consideration prior to that meeting. The next meeting of the Faculty Senate will be on April 13, 2012. Please note that the first item of business on the meeting agenda will be the annual Faculty Senate photo opportunity.

Best Wishes for an Enjoyable Spring Break!

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The Faculty Senate

February 29, 2012

The Faculty Senate will meet on Friday, March 9, 2012, at 2:10 p.m. in the State Room, 1957 E Street, N.W., 7th Floor.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of February 10, 2012
(minutes to be distributed)
3. Introduction of Resolutions
4. Update on Core Indicators of Academic Excellence: Provost Lerman
(the Update is attached)
5. Update on Development Activities: Vice President for Development
and Alumni Relations Mike Morsberger
6. General Business:
 - (a) Nominees for election to the Nominating Committee for the
Executive Committee for the 2012-13 Session (nominees to
be announced)
 - (b) Report of the Executive Committee: Michael S. Castleberry, Chair
 - (c) Provost's Remarks
 - (d) Chair's Remarks
7. Brief Statements (and Questions)
8. Adjournment

Elizabeth A. Amundson
Elizabeth A. Amundson
Secretary